Assessing the Effectiveness of Using Audio-visual Aids in Teaching / Learning Pronunciation: The Views of EFL Teachers and Second Year EFL Learners at Larbi Tebessi University

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Abstract

Pronunciation is one of the most important elements in teaching and learning a foreign language. Accordingly, the current study seeks to gather the views of EFL teachers and learners towards the implementation of audio-visual aids to enhance learners' pronunciation. Moreover, it targets the good assessment of learners to the effectiveness of different audio-visual aids in teaching and learning the various aspect of pronunciation in EFL classrooms at Larbi Tebessi University during the academic year 2020-2021. Therefore, it is assumed that teachers agree upon the effectiveness of using audio-visual aids in EFL learning classrooms for improving learners' English pronunciation. Additionally, it is assumed that EFL learners also view the use of audio-visual aids as effective to enhance their pronunciation. Furthermore, it is assumed that learners assess the effectiveness of using videos, pictures and audio tapes in teaching and learning various aspects of pronunciation as a good tool. To this enda descriptive research design has been used to check the assumptions and to answer the proposed research questions. As such, two questionnaires were administered to both teachers and learners and the data obtained were analyzed statistically in terms of frequencies, percentages, means and standard deviations. They disclosed the following main results. First, teachers consider the implementation of audio-visual aids to enhance learners' pronunciation as moderately effective. Second, learners also view that the use of audio-visual aids can help them to ameliorate their English pronunciation. Finally, learners' asses the employment of videos, pictures and audiotapes as moderately effective.

Key words: Teaching Pronunciation, Learning Pronunciation, Improving Pronunciation Audio-visual Aids, Teachers' and Learners' Views.

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List of Acronyms and Symbols

EFL: English as a Foreign Language.

ESL: English as a Second Language.

st.d: The Standard Deviation

SPSS: Statistical Package of Social Sciences

$\bar{x}$: The Sample Mean

% : Percentage

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General Introduction

1 Background of the Study

Nowadays, new technologies and innovations are developed and they are being integrated into the teaching and learning processes. Their integration caused a transformation in the educational system into a new phase by supplementing traditional learning and teaching methods, techniques, and materials. The use of those technologies plays a crucial role in facilitating the teaching and learning process, especially for university learners. When they are exposed to them, they become more interested in learning, and the learning environment will be more accepted by them especially when they are used appropriately. Among these technologies are audio-visual aids, which are devices that help to make learning more permanent since they appeal to more than one sense. Ode and Omokaro (2007) revealed that learners retain most of what they hear, see and feel than what they merely hear. Visual instruction encourages the use of audiovisual aids to make abstract ideas more concrete for the learners. Therefore, teachers need to make learning lively, not just something to remember but part of the living experience. This can be done effectively by implementing the use of audiovisual aids in teaching and learning as a mean of imparting knowledge to learners.

At the level of pronunciation, which is the way of uttering a word in an accepted manner (Otlowski, 1998), when audio-visual aids are implemented, learners' English pronunciation might be enhanced. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately in which the use of audio-visual aids is necessary. Moreover, they help both teachers and learners by saving time, giving learners an opportunity to listen to correct speech and increase their self-assessment which leads to bettering their pronunciation. They give advantages to the English teacher and the students. The teacher will be more comfortable in delivering and presenting the materials, information, and ideas to the students and the students will be more interested in learning pronunciation and will

understand easily how to produce the sounds. As a result of using audio-visual aids in the teaching/learning processes, students will be more interested in learning pronunciation, because they can see and listen to the correct sounds produced by the native speaker of English (Moore, 1998). Thus, audio-visual aids are important for the educational system because they are an effective tool that may contribute in making teaching and learning processes smoother.

2 Statement of the Problem

Within the process of teaching and learning a language, pronunciation serves a significant role; specifically for those who are learning English as a Second / Foreign Language because pronunciation is a polar element of the speaking skill which is one of the four basic skills of language learning. Many learners of the English language face difficulties in pronouncing words correctly and are unable to put correct stress and intonation, which results in breaks in communication; this was observed during classroom interaction and validated by some teachers of Second Year EFL at Larbi Tebessi University. In addition, traditional classroom methods and tools, such as the chalkboard and textbooks do not satisfy certain learners' needs. However, some teachers in Algerian universities still do not adopt new teaching aids, such as audiovisual ones. These aids are not new but they are not widely used to date. Learning English through audio-visual aids can be effective for bettering pronunciation, since learners' can directly get direct and concrete knowledge on how to pronounce words from the audio and visual they listen and watch, respectively.The findings of this study will be redound to the benefits of students and the educational system in Algeria considering that improving student's pronunciation will help them in communicating better, in building self-confidence when speaking and expressing thoughts and will lead to good teaching approaches as well.

3 Aims of the Study

Based on the importance of visual aids in teaching and learning, this research has three aims. First, it investigates teachers' points of view towards the use of audio-visual aids in general in teaching pronunciation. Second, it tracks learners' views about the effectiveness of visual aids in learning pronunciation. Finally, it aims at tracing both learners' views towards different visual aids for teaching and learning various aspects of pronunciation.

4 Research Questions and Assumptions

Following the research problematic, aim, and the above explanation, the current study seeks to address the following research questions:

1. What are the EFL teachers' at Larbi Tebessi University views towards the implementation of audio-visual aids in EFL classrooms to improve learners' English pronunciation?

2. What are the EFL learners' at Larbi Tebessi University views towards the use of audio-visual aids to enhance their English pronunciation?

3. How do learners assess the effectiveness of different audio-visual aids in teaching /learning the various aspects of pronunciation?

Accordingly, we assume that;

1. Teachers agree that the use of audiovisual aids in EFL learning classroom is effective for improving learners' English pronunciation.

2. EFL learners view the use of audiovisual aids as an effective tool to improve their English pronunciation.

3. Learners' assess audiotapes,picture, and videos as the most effective for learning intonation, syllable structure and stress, and individual sounds and overall accent, respectively.

5 Methodology and Research Tools

To test our hypotheses and obtain information to reach the intended objectives, the descriptive research design is adopted in this study to trace EFL teachers' and learners' points of view towards the effectiveness of using audio-visual aids to improve EFL learners' pronunciation, as well as a mixed method approach (quantitative and qualitative) for analyzing the data. To collect data, the selected data collection instruments are two questionnaires one is devoted to teachers and the other is for learners.

6 Population and Sampling

To accomplish our research, EFL teachers at Larbi Tebessi University and second-year students were selected as a population; the intention was to cover the whole population yet 12 teachers and 112 students participated in filling in the questionnaire.

7 Structure of the study

The present dissertation contains two chapters. The first one is devoted to the theoretical background of the research variables and the literature review, it is composed of two sections. The first section is about pronunciation while the second section deals with the use of audio-visual aids in the EFL classroom. The second chapter is devoted to the fieldwork wherein the research design and methodology are described and more importantly the process of data collection, analysis and interpretation are presented.

Chapter One: The Efficacy of Audiovisual Aids in ImprovingPronunciation

Introduction

The efficacy of audio-visual aids in teaching and learning is now noticed all over the world; therefore, those devices are considered essential for the transmission of knowledge at different levels of language and the achievement of both linguistic and cultural aspects of a foreign language. Particularly, the use of audio-visual aids for pronunciation teaching is still largely investigated in nature, but there are indications that these new materials maybe beneficial to the study and acquisition of L2 speech sounds and pronunciation because they can grab the attention and interest of learners, which are demanded in learning pronunciation, and facilitate the task for teachers.

1.1 Section One: Pronunciation in EFL Classrooms

In this section, the concept of pronunciation and the aspects of pronunciation are defined and discussed. In addition, the importance of teaching and learning pronunciation and the factors that affect the learning process of pronunciation are identified. Besides, the teachers' role and thepronunciationin the methods and approaches to teaching language are reviewed. Moreover, teaching pronunciation, the assessment of pronunciation as well as the techniques of teaching pronunciation are tackled. Finally, the materials of teaching pronunciation are highlighted.

1.1.1 Defining Pronunciation

Pronunciation is the act of uttering sounds, or the mode of uttering words and sentences; more specifically it is the act of uttering a discourse publicly with propriety and gracefulness. In other words, it involves the way language is spoken, including the articulation of speech sounds, stress, and intonation; often regarding some standard of correctness or acceptability.For instance, the vowel in the word *curl* must be pronounced correctly /kɝːl/ not kɔɪl/(Noah, 1854).

Pronunciation means as well, the production of phonetic and phonemic sounds of a particular language; the two differ in terms of function. The study of phonetic sounds covers their acoustic and physiological characteristics. They are investigated in phonetics, the study of how speech sounds are produced. However, the study of phonemic sounds is about the distribution of sound systems; these are investigated in phonemics, the study of the way we understand those sounds. To master pronunciation learners need to produce consonants and vowels perfectly. In addition to these segmental aspects, prosodic features of the language are essential as well, such as stress and intonation (refer to p. 8). Regardless of their importance, these aspects remained almost neglected in the classroom because English does not have direct rules about those aspects compared to other languages (Ladefoged, 1993).

Seidlhofer and Dalto (1994) claimed that pronunciation is the production of sounds that are important in two different ways. First, sounds are important because they are used as a part of a code of a particular language; each language has its distinctive sounds. In this sense, pronunciation is considered as the production and reception of speech sounds. Second, sounds are important for the reason that they are used to achieve meaning in certain used contexts. Here pronunciation is referred to as acts of speaking, which are ways of communication.

Similarly, Pennington and Richard (1986) note that there are two different points of view about pronunciation. The first point of view defines pronunciation as the production of sounds, stress and intonation patterns of a particular language. However, the second is the traditional opinion; they point out that pronunciation is connected to the referential meaning and individual sounds. Brazil, et al. (1980) also agrees that pronunciation is related to referential meaning.

Accordingly, pronunciation is an important skill that language learners should master. In order to achieve this, they need to have a background about the aspects of pronunciation which are identified next.

1.1.2 Aspects of Pronunciation

Learners when learning the pronunciation of a second / foreign language they need to follow a certain instruction at an early age in order to be more intelligible and not to develop habits that must be undone or be discouraged because learning pronunciation requires having knowledge about different aspects which are stated below.

1.1.2.1 Segments. They refer to the individual sounds of a language, for example, the word *two* is made up of two segments /t/ and /u:/ (Major, 2001). The learner needs to master the individual characteristics of speech sounds because they differ from each other inherently. For example, low vowels tend to be longer than high vowels and vowels preceding voiced consonants are usually longer than those preceding voiceless ones (Chen, 1970; Klatt, 1976).

1.1.2.2 Syllables. They are perhaps easier to identify than to define because they are composed of subunits. The first subunit is the onsets which is composed of consonants or glides. For example, *you* and *two* have onsets respectively but *off* has no onset. The rhyme is the rest of the syllable which contains a nucleus or peak (the centre of the syllable usually a vowel) and coda (a consonant or glide). For example, the word *top* contains an onset /t/, nucleus /ɒ/, and coda /p/; *owe* has neither onset nor coda but only a nucleus /ɒ/ (Laver, 1994). The syllable is viewed by Charles (2001) as the phonological unit that organizes segmental melodies in terms of sonority; syllabic segments are equivalent to sonority peaks within these organizational units.

1.1.2.3 Prosody. According to Major (2001), the prosody of a language includes stress, length, tone, intonation and rhythm. Prosody is also referred to as suprasegmentals.

- Stress is the perceived prominence or the loudness of a syllable. It correlates with vowel duration and also pitches changes but it may not always correspond to acoustic intensity, as some sounds are intrinsically more intense than others. For example, low vowels have more intensity than high vowels, fricatives more intensity than stops, and so on. For

instance, in the word *diva*, an English listener hears the first syllableas louder (i. e., stressed) than the second, when in fact the second usually shows more intensity when measured on an intensity matter.

- Length can have different linguistic statuses. Vowel length in English is not contrastive because it is predictable. Vowels are short before voiceless consonants and long elsewhere. For example, the /i:/ in *see* and *seed* are both about 50% longer than the /i:/ in *seat*.

- Tone refers to pitch differences where the unit analysis is the syllable. In tone languages, if the pitch is varied on a syllable it can result in a different word. Thus in Chinese /ma/ with four different tones can mean (horse), (hemp), (mother), or (scold).

- Intonation refers to the changing patterns of pitch that signal syntactic, discourse and semantic differences; for example, English intonation differences can signal a yes/no question, surprise, command, self-assuredness, or insecurity. The unit for intonation can vary from a syllable to a whole sentence composed of many words.

- Rhythm and timing are the repetitive elements of stress and length through which we recognize the spoken language even when we hear it from a distance but cannot understand any word.

1.1.2.4 Global Accent. It is a set of dynamic segmental and suprasegmental habits that convey linguistic meaning along with social and situational affiliation. It is a reflection of our past experiences including the known languages, regional and social upbringing, educational background and affiliations with various speech communities and social networks. The global accent which is foreign can be detected more easily in long conversations because in a short utterance when uttering one word such as *no* the speaker can avoid a number of segmental and prosodic phenomena (in this case there is no stress, minimal intonation, or consonant cluster), but in a longer stretch of speech avoidance is impossible. It has many features; intonation, loudness, pitch, rhythm, length and stress, all of which clarify the speakers' intent

as they encode semantic and discursive meaning, also it shows to what degree a person sounds native or non-native. On the whole, the global accent is fundamental to communication, for without a reasonable degree of phonological fluency, spoken interaction will falter. At the same time, it is a medium through which we project individual style and signal our relationship to interlocutors. Even more broadly, it reflects social identity along with various categorical lines (Major, 2001; Moyer, 2013).

Learners should focus on learning pronunciation because when their pronunciation is improved they will pronounce English words correctly. Therefore, the following section is going to be about the importance of learning pronunciation.

1.1.3 The Importance of Learning Pronunciation

Pronunciation is an essential element in the learning of oral skills in a second language. It plays different roles in English language programs for adults. Pronunciation requires a large amount of time and so much effort for learning or teaching it, for that reason it may or may not take place in regular classroom activities or student self-study. However, it is often regarded by students as a very important component and a priority (Willing, 1988).

Kelly (2000) as cited in (Kenworthy, 1987), asserts that it is a necessity for all English language learners to have a good pronunciation. Due to the mispronunciation that the learners make they still fail to communicate effectively, even though they have acquired a good amount of lexis and grammar, this is to say that pronunciation plays a very important role in facilitating learners' communication as well as their speaking ability.

Moreover weak pronunciation has a bad effect on the learners' listening ability. When learners are used to be exposed to the wrong way of pronouncing a specific word this automatically leads to misunderstanding and to the inability to recognize the correct pronunciation of native speakers(Kelly, 2000 as cited in Kenworthly, 1987).

In addition, it is widely known that good pronunciation motivates learners to show more

interest in learning because they believe that it a great way to show their competence. This will help them to construct a good base of self-confidence that serves as a leading path to learning new things without fear or hesitation. Good English pronunciation will make people understand you easily and be willing to listen to you. Contrarily, poor English pronunciation may confuse people and lead to unpleasant talking and misunderstanding, even if you used advanced English grammar or vocabulary. Therefore, we can use simple words or grammar structures to make people understand, but we cannot use simple pronunciation(Kelly, 2000 as cited in Kenworthly, 1987).

Intelligibility is an important goal that must be achieved by EFL learners who want their pronunciation of English to be understood in conversation and for the sake of communicating with native speakers. Fraser (2002) stated that learners should have the ability to speak English with the accent that they prefer and that is easy for English speakers to understand. Similarly, Jenkins (2002), claimed that teachers should help learners become both intelligible and their pronunciation be improved and easy to understand because they need to be intelligible to both native and non-native speakers. Along with the same lines, Yates and Zielinski (2009) argued that intelligibility depends on the listener because s/he has his/her own attitudes, skills, experience, and biases that can affect his opinion about intelligibility. Additionally, listeners judge the understandability of speakers differently according to several factors, such as the background that they have about what is being talked about, their familiarity with the speakers and how they are linked to them.

Another goal of learning pronunciation is the learner's desire to speak like native speakers. This goal is important for some learners to be achieved but it should not be considered as a goal for teachers who seek to improve their learners' pronunciation and confidence. James (2010) and Gilakjani (2012) stressed that pronunciation can be accepted not if the learners are forced to have an American or British accent; in contrast, it is accepted

when learners are encouraged by their teachers to speak English clearly and can be understood easily. They also confirmed that speakers' pronunciation of English can be considered understandable and good to listen to when other people can understand what they are saying; the speaker here is comfortably intelligible.

Learning pronunciation can be affected by many factors, thus they are going to be highlighted next.

1.1.4 Factors Affecting the Learning of Pronunciation

The learners are the one and only interest that the curriculum is designed upon. Wong (1987) as cited in Celce Murica (2007) claimed that teaching pronunciation "is not exclusively a linguistics matter" (p. 17). Celce-Murcia (2007) carried on to claim that

We need to take into consideration such factors as learners' age, exposure to the target language, amount and type of prior pronunciation instruction, and perhaps most importantly, their attitude toward the target language and their motivation to achieve intelligible speech patterns in the second language. (pp. 15-16)

Some factors can be controlled by teachers such as age (choosing which age groups to teach), still the teachers need to be aware of how these factors shape and control the learners' speaking performance.

- **Age**

It is known that the younger the foreign language learners are the better pronunciation they obtain. Therefore, they have a high opportunity of having a native-like accent while adults face difficulties in attaining a target like proficiency. According to Scovel (1969) and Scovel (1988) as cited in Celce- Murcia (2007), this difficulty in having a native-like pronunciation is due to what he calls as Joseph Conard phenomenon. The latter is a polish author who could not reach any near level of perfection concerning phonology. There are other pieces of research that go hand in hand with these claims. One of them was conducted

by Penfield and Roberts (as cited in Celce- Murcia, 2007) who claim that during the period before puberty, the critical period, maximal conditions for language acquisition are present i.e. in this particular period when the learner is exposed to a second language s/he has a high opportunity to attains it, since all the requirement to achieve such aim exist. Scovel (1969) and later Krashen (1973) as cited in Celce- Murcia (2007) stated that after the age of five and especially after lateralization, an increasing loss of brain plasticity holds the individual from reaching a native-like pronunciation in foreign language learning and acquisition.

- **Exposure**

According to Kenworthy (1987), people who live in countries where they are surrounded by English language speakers and where English is widely spread may have some advantages when learning the language over others who do not. However the amount of exposure is somehow difficult to measure especially when people use their English at work only while at home they use their mother tongue. Exposure is an important factor, still there is no clear evidence that proves that living in an English speaking country is a vital way for learners to obtain good English pronunciation.

- **The Native Language**

The native language of English as a Foreign Language (EFL) and English as a Second Language (ESL) learners has a great impact on their learning because the main difficulties in learning a new language are caused by the interference of the native language. Whenever the structure of the second language differs from the one of native language, the learner faces difficulties in learning and commits errors in performance. However, when the structure of both native language and second language is identical; the learner does not confront any difficulty (Joze Tajareh, 2015). It is possible that learners find the pronunciation of some phonemes that are similar to those occurring in their mother tongue easy since they have a tendency to pronounce L2 utterances using their L1 phonological system. This helps in

identifying the speaker's country; therefore, foreign accent is identified easily. Unlike children who learn their first language, adult learners already have a fixed speech system in terms of the sound system of their mother tongue. (Celce-Murcia and Goodwin, 1998).

- **Attitudes and Identity**

Having a positive or a negative attitude towards a certain country and its language plays an important role in having a native-like pronunciation, since it is a fact that when people like something they show interest in that thing unlike when they dislike something they cannot accept it. This applies to English language learners too especially when teachers notice this positive, or negative attitudes they try to increase the positive attitude by creating interesting topics that rise the sense of curiosity, such as new input about the language's culture (Kenworthy, 1987).

- **Motivation and Concerns for Good Pronunciation**

It is a fact that a large number of learners pay a lot of attention to their pronunciation. Especially those who are motivated and always seek immediate feedback from teachers in order to ameliorate their pronunciation and this happens when they feel that they are unable to produce some sounds correctly (Kenworthy, 1987).

- **Individual Differences**

Learners' personality has a great effect on the process of learning pronunciation. The individuals' personality usually relates to extraversion and introversion. Learners who have extroversive characteristic, have the opportunity to experience new things, talk often, and courageous; these have a higher chance in learning while introversive learners do not because they are controlled by the feeling of failure and making mistakes compared to extroverted learners. They feel nervous when speaking in front of an audience, and they always feel uncomfortable in their first attempt of speaking. For that reason, extroverted learners have a higher opportunity than introverted learners in excelling in the learning of the target language

and enhancing their pronunciation. In addition, one of the important reasons that push young learners to improve their pronunciation is that they like to perform in front of others, and express their thoughts, feelings, and emotions without hesitation. On the other hand, and with getting older and at an advanced stages of life, learners become more shy and sensitive and do not want to perform themselves in front of others (Zhang, 2009).

- **Teachers' Instruction**

Language instruction of a foreign language generally focuses on four main areas of development: listening, speaking, reading and writing. Pennington (1994) as cited in Gilakjani (2001) viewed pronunciation as a component of linguistic rather than conversational fluency, it is regarded with little importance in a communicatively oriented classrooms. According to Elliot (1995) as cited in Gilakjani (2001) pronunciation is the least important skill of the basic language ones and for that reason they usually neglect teaching pronunciation in order to spend more class time on the other areas of language. The lack of focus on pronunciation in the language classroom affects learners negatively.

Pronunciation can be learned due to the contribution of teachers and their efforts for simplifying hard things and providing an accepted environment for learners. Therefore, teachers' role is going to be tackled next.

1.1.5 Teachers' Role

Teachers carry a big responsibility in classrooms, they are considered as role models and influencers. For instance, teachers' role is represented in creating interesting and supporting atmosphere as well as guiding learners by providing them with appropriate exercises and relevant feedback.

Kenworthy (1987) presents multiple roles that the teacher must assume and which particularly relate to teaching pronunciation;

- **Helping learners hear**

The teacher must provide learners with appropriate information about the learned language sounds to hear. Otherwise, learners can encounter the issue of misinterpreting or misunderstanding when this information is not available, so this will automatically lead the learner to receive the sound in a wrong way.

- **Providing feedback**

Teachers need to provide learners with immediate feedback in order to know their mistakes and correct themselves, and to be conscious about how much they have improved and what do they need to ameliorate their pronunciation.

- **Assessing progress**

It is a form of feedback that provides learners with an immediate response concerning the level reached in pronunciation. Tests are also a good way to motivate learners when their grades are high. Evaluating pronunciation is a hard task it needs to be done gradually.

- **Devising activities**

The teacher must design beneficial activities that serve the benefit of the learners. The teacher must take into consideration the type of activities to design, they need to be interesting and contain different themes as well as the different learning styles of the learners, because some activities may be suitable to some learners than others.

- **Helping learners make sounds**

When learners are unable to imitate the target sound, because of the lack of provided models, the teachers must explain those difficult sounds and how they are made. However, the teachers' practical proficiency is not enough i. e. the teachers' traditional methods are not quite sufficient for learners to rely on, since the teacher examples of pronunciation can be performed by his/her own speech only. Thus, the teacher needs to bring aids that help learners produce correct sounds (Seidlhfer and Dalto, 1994).

These teacher roles are coupled with the expectation that learners interact with them. However, this interaction cannot take place haphazardly. Thus, learners must be responsible of their own learning and have the will to achieve a certain goal in their learning process. The teachers also need to be very skillful in detecting any mispronunciation made by learners and correct it immediately, while learners must be attentive, because if they do not control their mistakes and try to correct them the improvement will not take place (Kenworthy, 1987).

In addition to these teacher roles, different methods can be used for teaching pronunciation, on that account the following sections are going to shed light on them.

1.1.6 Pronunciation in the Methods and Approaches to Teaching Language

Pronunciation had different statuses in the methods and approaches of language teaching through time. Hismanoglu and Hismanoglu (2010) summarized the focus on pronunciation, or lack thereof, in different methods and approaches and how teachers taught pronunciation in each for the reason that students learn it better.

Table 1

Different Methods and Approaches of Teaching Pronunciation (adopted from Hismanoglo & Hismanoglo, 2010, pp. 985)

Years	Approaches / Methods	Definition
(1960s)	Cognitive Approach	This de-emphasized pronunciation in favor of grammar and vocabulary because it was assumed that native like pronunciation could not be achieved, and time would be better spent on teaching more learnable items.
(1970s)	Silent Way	The learners focused on the sound system, attention was on the accuracy of sounds and structure of the target language from the very beginning.
(1970s)	Community	The pronunciation syllabus was primarily student initiated

	Language Learning	and designed. Students decided what they wanted to practice and used the teacher as a resource. The approach was intuitive and imitative.
Mid-late 1970s (1980s-today)	Communicative Approach	The ultimate goal was communication. Teaching pronunciation was urgent and intelligible; pronunciation was seen as necessary in oral communication.
20th century More recent	Grammar-translation and reading based approaches	Oral communication was not the primary goal of language instruction. Therefore, little attention was given to speaking, and almost none to pronunciation.
20th century More recent	Total Physical Response	Students would begin to speak when they were ready. They were expected to make errors in the initial stage and teachers were tolerant of them.
20th century More recent	Natural Approach	The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system.
Today-	New direction	New thoughts from other fields, such as drama, psychology, and speech pathology…etc.

The methods and approaches that were applied to teach pronunciation are many, but not all of them focused on pronunciation because there are some approaches that neglected it such as; the cognitive approach, grammar-translation and reading based approaches. However, the other methods and approaches appreciated pronunciation, such as the direct method where

learners do the shadowing practice and listen and imitate. Similarly, in the audio-lingual method, which is related to the imitative approach, and the silent way, teachers use different tools like the sound-color chart; it was created to help teachers in teaching pronunciation. It is composed of blocks of color, with one color representing one sound in the target language. Within these methods, teachers use as well the Fidel charts, which are spelling charts that show the complete relationship between sounds and spelling in English.The word charts contain the functional vocabulary of the target language, and the color rods; they are wooden and come in ten different lengths, but identical cross-sections; each length has its own assigned color. Moreover, the community language, the communicative approach, the total physical response and the natural approach gave importance to pronunciation.

In accordance with Hismanoglo & Hismanoglo (2010), Kelly (1968) as cited in Celce-Murcia, (1996) claimed that the focus in language teaching was only on grammar and vocabulary and most western philologist and linguists gave more interest to both of these fields much more than pronunciation. For this reason, they gained more attention from teachers than pronunciation which began to be studied systematically only a short time before the beginning of the twentieth century using different approaches which outlined below.

1.1.7 Teaching Pronunciation

According to Celce-Murcia et al. (1996), there are three main approaches to teaching pronunciation documented by several researchers.

- **The Intuitive-Imitative Approach**

Agreeing to Celce-Murcia (1996), the intuitive- imitative approach is used to teach pronunciation and it relies on the learner's ability to imitate certain rhythms and sounds and listen to them without having explicit information or any previous knowledge of the language listened to. Today many tools are used to implement this approach, since native speakers

models are widely available such as, audiotapes, computer- based programs, videos and websites.

- **The Analytical-Linguistic Approach**

This approach has come as a complementary approach for the intuitive-imitative approach. The learner will be informed and aware automatically about the sounds and rhythms of the target language after the teacher uses certain tools such as phonetic alphabet, articulatory description, charts of vocal apparatus, and other aids that supplement listening and imitation as well as production (Celce-Murcia, 2007).

- **The Integrative Approach**

Lee (2008) demonstrates that the integrative approach focuses on rhythm, intonation and the suprasegmentals of stress. Pronunciation according to this approach is integrated so that it become a meaningful task-based activity, in other words pronunciation is an integral component of communication.

1.1.8 Techniques of Teaching Pronunciation

Pronunciation is taught in many different ways, Celce-Murcia et al. (1996)stressed several techniques for teaching pronunciation as follows;

- **Listen and Imitate**

This technique is used by teachers in a direct way, in which students listen to a teacher-provided model and repeat after it or imitate it. It has been developed through time in which teachers started using audio and visual recordings, computer labs, and other technology devises to accompany it. This technique was taken from the direct method.

- **Phonetic Training**

It is a technique from the Reform Movement, which is the first linguistic contribution to the teaching of pronunciation that emerged in the 1890s and was influenced by phoneticians. It allows doing the phonetic transcription and reading phonetically transcribed texts because it

uses the articulatory description, which is concerned with how each one of the speech organs moves during the production of speech. This technique requires articulatory diagrams which are used frequently in the study of phonetics; they represent the human head seen from the side and displayed as though it had been cut in half and the articulators are described. It is often useful because it is like a mirror and a good light place so that you can look at the inside of your mouth. The phonetic alphabet is required as well in this technique.

- **Minimal Pair Drills**

This technique appeared during the audio-lingual era for the sake of helping students to differentiate between similar and problematic sounds in a particular language through listening and speaking practices. It usually starts with word-level drills then moves to sentence-level drills. Below are examples of both types (Celce-Murcia et. al, 1996).

The examples below show the difference between words that are pronounced similarly at the word-level drills. Additionally, sentence drills are composed of two parts. The syntagmatic drills are about the contrast within a sentence, and the paradigmatic drills which deals with the contrast across two sentences.

Example of word drills		Example of sentence drills
A	**B**	Syntagmatic drills (contrast within a sentence)
/i:/	/i/	- Do not <u>sit</u> in that <u>seat.</u>
sheep	ship	- Did you at <u>least</u> get the <u>list</u>?
green	grin	Paradigmatic drills (contrast across two sentences)
least	list	- Do not <u>slip</u> on the floor.
		- Do not <u>sleep</u> on the floor.

- **Contextualized Minimal Pairs**

Bowen introduced this technique (during the period from 1972 to 1975) in which teachers give key vocabulary and students give the appropriate meaningful and correct answer.

Here the teacher establishes the setting for instance (a blacksmith shoeing a horse) this is the key vocabulary and the students are then trained to respond to the sentence stem with the appropriate meaningful response; either -a- the blacksmith hits the horseshoe or-b- the blacksmith heats the horseshoe.

- **Visual Aids**

Teachers developed their way of describing how sounds are produced by using audio-visual aids such as; sound-color chart, realia, props, rods, pictures, and Fidel-wall chart; they are also used to signal more appropriate production of the target sound.

- **Tongue Twister**

This is a technique that was introduced for native speakers; it is a strategy of speech correction. For instance, the sentence *she sells seashells by the seashore* is a tongue twister.

- **Developmental Approximation Drills**

In this technique, second language learners are supposedto follow steps followed by English-speaking children to acquire certain sounds when acquiring their first language. For instance, children learning English often acquire /w/ before /r/ or /y/ before /l/, and adults who find difficulty in producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /y/, and then shift to /r/ or /l/, respectively:

Table 2

Illustration of Shifting in Pronunciation of Difficult Sounds

/w/→	/r/	/y/→	/l/
Wed	red	yet	Let
Wag	rag	yes	Less
Witch	rich	you	Lou
wipe	ripe	young	Lung

- **Reading Aloud / Recitation**

Learners are given texts in order to read loudly focusing on stress, intonation and timing. This technique works better with passages that need to be spoken, such as scripts, speeches, plays, dialogues and poems.

- **Recordings of Learners' Production**

This technique is a complementary one; it promotes using audio and video recordings when individuals speak spontaneously. This offers opportunities for learners for feedback and self-evaluation.

Pronunciation can be taught by using different methods, approaches and techniques, as well as many materials that are going to be identified next.

1.1.9 Materials for Teaching Pronunciation

According to Celce-Murica (1996), teaching only rules of pronunciation is not sufficient; therefore, teachers need to emphasize the musical aspects of pronunciation as well as the individual sounds. Authentic materials and several techniques need to be used and designed by the teachers as they can be very beneficial to learners during their process of learning pronunciation because they create a funny and interesting atmosphere that may appeal to learner's senses. The following are important materials.

- **Gadgets and props**

These are used to demonstrate pronunciation so that learners can remember how to pronounce a certain sound or word in the correct way, such as rubber bands, popsicles sticks straws and glass blobs.

- **Cartoons**

Teachers can rely on this tool also, but under one condition which is choosing carefully a cartoon that illustrates normal, casual speech, yet funny and interesting.

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- **Games**

Using games that allow learners to speak freely is considered as a very useful tool to practice pronunciation fluently.

- **Poetry, rhymes, and songs**

These authentic materials work for the favor of the learners. They permit them to practice pronunciation freely and in a fun and relaxing way.

- **Audio**

This material allows for listening to multiple streaming audios and recordings that provide useful pronunciation models and examples, as well as for recording others' speech and their own speech and correct and monitor their speech once they listen to them.

- **Videos**

Videos are used for reviewing videos podcasts and streaming video from the internet that work as useful pronunciation models. Videos are used for recording also. Teachers can make short videos of their students while speaking so they can figure out their mistakes and try to correct them (Celce-Murica, 1996).

1.1.10 Assessment of pronunciation

Assessment is a widespread feature and it is an important element in most educational systems in the world today (Rogier, 2009). Teachers spend large amounts of time, almost 50% of their time, doing assessment activities, and because of that, they need to build enough knowledge about this important activity (Stiggins, 1995).

According to Davinson et al (2012), English language teachers should integrate assessment with instruction because it is a very important element for teaching English as a second language effectively. Besides, they must be able to recognize different purposes and types of assessment and use them accordingly.

The learners' language can be assessed in two different ways which are either characterized as being gradual or discrete.

- **Gradual Assessments**

Gradual assessmentsare classifications of learners' production of language as either correct or wrong; global assessments below are gradual (Honig, 2017).

- **Discrete Assessment**

Discrete assessments are concerned with error detection and error identification. In error detection, the teacher has to decide about certain items whether they are accepted or not, while in error identification, s/he has to select the error that has been made (Honig, 2017).

- **Global Assessment**

The global assessment is concerned with the quality of pronunciation and vocabulary richness in sentences. Global assessments make more stable decisions than the local assessments, and they are easier than local assessment and more reliable (Honig, 2017).

- **Local Assessment**

The local assessment is related to the pronunciation of individual itemsn, such as phrases, words, syllables, or phonemes, it is harder than the global assessment and less reliable (Honig, 2017).

Pronunciation assessment as a productive aspect of language proficiency is a form of performance-based assessment in which EFL/ ESL learners are supposed to speak and then their pronunciation is assessed based on the speaking task or tasks they have performed. As Lai (2011) noted that performance-based tasks provide more direct measures of student abilities than multiple-choice items, though perceptual tests based on multiple-choice or other procedures involving selecting the correct answer, such as forced-choice, are possible as an aspect of pronunciation assessment. Besides, in a multiple-choice type assessment, according to Messick (1996), the chosen alternative can only be evaluated for correctness or goodness in

terms of a single criterion. There is no record of an extended process or product that can be rated on various aspects of quality, as there is in a typical performance assessment. The most common method for measuring a conceptual domain is discrete-item and limited-choice response testing, which allows the outcome of measurement to be quantified on a scale of 0–100 % correct response.

Van More (2016) stressed the importance of using speech processing technology and machine scoring technique in assessing pronunciation; he highlighted the future potential in the automated assessment of pronunciation, such as the possibility of an automated system that indicates the speakers' level of accentedness, intelligibility and comprehensibility according to different L1 listener groups and recommend possible future directions and improvements in the technology.

The innovation did not only affect assessment but the new thoughts and ideas from other fields such as drama, psychology, and speech pathology have influenced the teaching of pronunciation. They led to different techniques which are going to be highlighted next.

To conclude, according to Abercrombie (1991), EFL learners cannot pronounce English words exactly the same way native speakers do. Intelligibility is one of the important goals that must be achieved by learners in order to improve their pronunciation but some of them like to pronounce more native-like for specific reasons. Therefore, audio-visual aids are good tools that can be used to achieve those goals. All in all, audio-visual aids when they are used in EFL classrooms can serve efficiently in improving learners' pronunciation.

1.2 Section Two: Audio-visual Aids in EFL Classrooms

Nowadays, audio-visual aids are of interest to both teachers and learners. This section tackles the definition of audio- visual aids, types, and the importance of using them. In addition, it reviews the teachers' role as well as learning styles. Moreover, the role of using audio-visual aids is discussed. Finally, limitations of using audio-visual aids are highlighted.

1.2.1 Definition of Audio-visual Aids

Audio-visual aids are devices that have sound elements and image elements. This type of devices has two different channels. They cover both types of auditive (hearing) and visual (viewing) media. According to Azhar (2009), audio-visual technology designates how to make or deliver materials by using mechanical machinery and electronic messages to present the audio and visual. Audio-visual teaching is characterized by the use of hardware during the learning process, such as machines, film projectors, and tape recorders.

Burt (1999) claimed that audio-visual aids are sensory objects or pictures that reinforce the learning process and make it easier. Additionally, according to Dike (1993), audio-visual aids do not depend only on reading to carry meaning, instead of that they present information through the sense of hearing in audio resources, or watching in visual resources, or through the combination of both of them.

Finally, Rather (2004) defines audio-visual aids as those instructional devices used in the classroom to encourage learning and make it easier and interesting. The materials like charts, maps, models, projectors, film strips, radio, and television contribute to putting the teacher in good communication, healthy classroom interaction and effective realization of the teaching objectives, therefore they are called instructional aids in the field of teaching and learning. This definition asserts that it is easy to believe what you see than what you hear; but if you both see and hear, then you can understand more readily and retain more lastingly.

Additionally, there are plenty of different types of audio-visual aids to implement in classroom and each one of them has a specific function.

1.2.2 Types of Audio-visual Aids

Audiovisual aids are tools by which information can be heard and seen. According to Winslow and Tomas (1961), an audiovisual aid is a word composed of two main components visual aids and audio aids. Visual aids rely on the sense of vision and the audio aids rely on listening.

1.2.2.1 Audio Aids. These are audible tools that serve for communicating thoughts and ideas through the ears to the mind.According to Park (1999), they contain songs, spoken words, conversations and music. Audio aids are very important and reliable to grab the learner's attention to the target language.

1.2.2.1.1 Tape Recorders. These are the oldest technical machines which were termed as tape desk, cassette or tape machine. These technical machines are decreasing nowadays but they are still used by some teachers in teaching the listening skill. A tape recorder is a tool utilized to record songs, speeches or music, so that we can listen to them at any time (Singh, 2007). This instrument is a very beneficial means used in EFL classrooms because it allows learners to ameliorate their language speaking and listening skills, and it enables students to work in a private context without any interruption from other classmates.

1.2.2.1.2 Radio. Singh (2007) argued that, "the radio was previously used for entertainment purposes, nowadays is used for education" (p. 7). Radio is one of the audio aids that became very essential and that should exist in classroom activities. It is frequently used by the teachers in order to create an interested and joyful atmosphere as involving the learners with the lessons in every possible way. Radio has a variety of benefits for foreign language learners. They can listen to native speakers and music programs (Singh, 2007). Moreover, radio provides to EFL learners with knowledge about several topics and develops the ability

of understanding. Teachers should be careful when selecting certain topics to expose to learners so that no misunderstandings take place.

1.2.2.2 Visual Aids. These are tools that rely on the sight. In other words, visual aids communicate thoughts, ideas and spoken language via the sense of vision to the mind (Park, 1999). It is divided into two main types as projected and non projected visual aids. These types can be very useful in enhancing presentations as well as encouraging active participation. According to Stoner (2009), visual aids vary; examples of these tools are pictures, chalkboard, slide projectors, PowerPoint presentations and others. In addition, the effective use of visual aids can reinforce the content of the speech, focus attention, and increase learners interest.

1.2.2.2.1 Projected Visual Aids. According to Malik and Pandith (2012), projected visual aids help in the projection on the screen; there are many types that can be used in EFL classes among which are the following;

- *Overhead Projectors*

Overheads projectors, or OHPs, are the most used instruments in all audio visual aids, but these days and because of the development and availability of new technology these aids have decreased in use "One of the main advantages of OHTs is that it can be masked with pieces of paper or card – and things can be revealed gradually" (Harmer, 2007, p.254).

- *Film Strips*

According to Alkhuli (2006), a film stripis a set of slides on one film roll which contains a series of images organized in a certain order so that they develop a theme. It is a very helpful and useful tool for foreign languages teachers.

1.2.2.2.2 Non-Projected Aids. Agreeing with Malik and Pandith (2012), non- projected aids are teaching aids that do not necessitate their projection on the screen.

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- **Pictures and Images**

Harmer (2001) said that pictures are tools utilized to grab learner's attention; they can be used as an aid for speaking activities, writing tasks, or as focus on discussion and description. Also, Jurich (2001) suggested that picture use provides learners with an instrument that allows them to make links between new words and known meaning, so that memorization and understanding will be an easy task to do. For this reason, the selection of pictures must be appropriate and convenient for the language to be used and learned (Harmer, 2001). Pictures are divided into two types and they are as follows:

➢ **Pictures Charts:** These are helpful in presenting new vocabulary and revising the previous lessons. They offer to learners the opportunity to develop good oral skills and they are used as well for developing stories, writing paragraphs, drilling vocabulary and phrases, and teaching grammar.

➢ **Picture Cards:** These have several aims such as drilling pronunciation, enriching vocabulary store, revising structures and tenses, articles and prepositions practice.

Goldstein (2008) asserts that images are very powerful tools that can ameliorate the teacher's presentation. Pictures add power to spoken words, since they are presented in different forms they can appeal automatically to the learner's imagination.

- **Graphics**

This is another type of aids that is concerned with writing, drawing, painting and others. Such type of aids can be presented in one of the following forms;

➢ **Diagram:** according to Malik and Pandith (2001), a diagram is used for teaching geography, science and geometry. It is a visual symbol made up of lines and geometrical forms.

➢ **Charts:** Singh (2007) confirmed that charts are visual aids which combine the graphic and pictorial media designed for visualization of items in order to facilitate the process of explanation since it is a hard task to do.

➢ **Flash cards:** are cards with different sizes, shapes and colors and with different words and phrases used to promote learners' reading skills as well as the speed of perception. In addition, these cards can be used for word recognition, team competitions, teaching speaking, teaching writing, match cards, and order cards (Malik and Pandith, 2012).

- **Realia**

It refers to real objects that are designed to use in real life. Teachers support their words by bringing abstract objects that refer to certain concepts, such as clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and more. Moreover, it helps in teaching vocabulary and word meaning particularly with beginners. The advantage of using realia is to offer learners the opportunity to remember certain words or new vocabulary (Harmer, 2001)

- **Models**

It is the representation of real things. It is close to realias' characteristics in bringing real object to the classroom. They are used for the sake of making learning direct and meaningful; as Akram et al. (2012) asserts, "models offer simplified versions form of abstract and complex concepts" (p. 12). It means using an object that it is usually made to represent another one in a smaller version.

- **Board Display**

Board displays are commonly used in presentations, they are used for the purpose of displaying information Displays can be divided into four different types and they are as follows;

➢ ***Chalkboard*** isthe oldest tool which still exists till today; it works as a supporter to the teacher when presenting lectures. Harmer (1986) stated that boards (white or black) have a variety of usages, such as writing, drawing, sticking things on, and projecting overhead transparencies. Moreover, they are used for presenting new vocabulary items and their meanings, providing learners with new grammatical structures. Boards are considered to be as an essential part in teaching.

➢ ***Peg board*** is a type of board that is usually attached to the wall; it contains small holes that fit for certain letters. Peg boards are mainly used for different sorts of activities and for displaying information (Akram et al., 2012).

➢ ***Magnetic board*** is an iron piece that attracts the magnet it is used to display pictures and light objects (Akram et al., 2012).

1.2.2.3 Audio Visual Aids. These are those materials which combine both audible and vision senses when learning the language; they provide up-to-date information such as the following types:

1.2.2.3.1 Computer and Internet. Computer is the most wide spread tendency nowadays that is used for the language laboratory. It offers great help for both teachers and learners when practicing the language. Harmer (2001) confirmed that the use of computer and the internet increased in an extraordinary speed in the teaching of English language. The main uses of computer in English language teaching according to Harmer (1986) are:

➢ Computer offers to learners and teachers all the requirements needed in the use of English language such as, CDs and audio. It is fast and has big enough storage for the tasks that individuals work with.

➢ Computer system is considered as a huge reference that includes encyclopedia on CDs, dictionaries and language corpuses which produce materials.

➤   The availability of internet in computers offers to learners the chance to contact others through email and can build relationships with native speakers which can be very useful for them.

Motteram (2013) suggests that the internet can be a very rich source of oral models such as recorded songs, talking electronic books, broadcast and video clips that help learners with pronunciation. Using the internet allows learners to search through millions of files from different available websites; they can have access to plenty of authentic materials such as, newspapers, magazines articles, news broadcast, and movies (Rozgiene et al., 2008).

1.2.2.3.2 Videos. These types of audiovisual aids has been recently considered as an educating strategy used to encourage learners to engage in the content of what is presented from the audible and visual in order to understand the language features. Videos are very preferred by learners because they can acquire the language by hearing and seeing simultaneously. The use of videos brings movement, pictures and sound into presentation.

According to Harmer (2007), learners enjoy the conversations and imitate the gestures while practicing pronunciation due to videos. Moreover, teachers have the chance to show films, TV programs, course book excerpts and home-produced efforts. In addition to these advantages they offer for learners the chance to display what they have done and get an immediate feedback from their classmates and teacher (Harmer, 1998). It is very effective as well when bringing videos to the classroom because learners will be very motivated and this will facilitate for teachers the process by bringing real life language input and develop their production skills.

1.2.2.3.3 Television. Malik and Pandith (2012), asserted that television is on the top of audio visual aids or the electronic blackboard of the future, Television offers the access to a variety of programs that allow teachers and learners to supplement teaching and learning in the classroom, such as foreign educational programs, sports, and movies that are made by

native speaker because such programs are a very useful source of information, Television increases audience motivation and provides additional learning opportunities (Alkhuli, 2006).

Heiman and Sculthorp (1963) asserted that teachers can use television to bring real existing models of native speakers so that learners experience and listen to real language such as speeches, conversations and documentaries. Television is the richest and most versatile tool when it comes to presenting a photographic and auditory picture and interpretation of the universe.

1.2.2.3.4 Movies. As an audio-visual aid, a movie is very helpful in calling up the learners' auditory as well as visual senses. They catch learner's attention and create an interesting atmosphere that lead automatically to effective learning. Movies offer to the viewers the opportunity to travel for long distances, sets pictures of places, persons and activities (Singh, 2007). Teachers' movie selection should be restricted to certain education norms and serves for the good of learners. It is preferable that the selection of movies goes hand in hand with the interest of learners because it can motivate them to learn.

Although the importance of these tools is hinted at, the following account covers it in more detail.

1.2.3 The Importance of Using Audio-visual Aids

Nowadays, audio-visual aids are not just part of everyday life activities, but they are shown as an effective method for learningESL / EFL for all learners both inside and outside the classroom. Instructors have the chance to incorporate audio-visual materials, such as projectors and recording into traditional classroom situations; this allows the learning and teaching processes to be more interesting and meaningful.

According to Kunari (2006), written or spoken words by teachers are not enough to provide an adequate learning experience; if we do not get the chance to listen to a language, we cannot speak it properly. Therefore, audio-visual aids are both interesting and motivating

for learners. He also stressed the importance of giving the learners the opportunity to listen, speak, see, smell and touch things and objects, this will give them firsthand experience because the richer the experiences, the greater are the incentives for speaking, reading or writing about them.

Accordingly, Jianhua et al. (1973) described the effect of using visual aids as;

Different shape, color, texture and so on of objects will arouse different psychological reaction of people under the perceptual effect. Through visual observation of people,the appearance of any object will drive the exposure of emotions, such as the psychological activity of love, excitement, calmness and disgust. So the well selected visual features of image should not only have strong ability to represent the visual contents of images but also the ability to express observers' affection. (p. 241)

Similarly, Swank (2011) asserts teachers have to use audio-visual aids because; 40% of our concepts are based on visual experiences, 25% are based on auditory senses, 17% upon tactilesenses, 15% upon miscellaneous organic sensation and 3% upon taste and smell. Thus, audio-visual aids when used effectively in learning they bring the different senses contributions together to get 100% clarity.The same idea is stressed by Ngozi et al. (2012) who claimed that audio-visual aids are essential and useful in education because the functions of the perception mechanisms of the learner gain understanding in terms of multiple impressions recorded through the eye, ear, touch, and other series.

Based on the previous account, the importance of using audio-visual aids lays in the following factors. According to Vissa (1994) and Joshi (1995), visual aids are not just used for helping the teacher but also to capture learners' attention i.e. they stimulate students' interest in a topic. Likewise, Freeman (2000) claimed that they play an important role in making students attentive towards the teacher and focused more on the topic. Additionally, they help in starting a discussion. The use of audiovisual aids offers to learners the chance to

speak, express their thoughts and interact with each other, and help them to break the fear and stress boundaries (Brown, Lewis, & Harcleoad, 1985 as cited in Akram, et al., 2012). Moreover, they save time during oral discussion because they can help to maximize the performance in delivering material (Eze, 2013). They also help learners to have a good command of a second language within less time (Warschauer and Meskill, 2000).

Audio-visual aids are also important in reinforcing learning because they help in building connections between different educational programs (Warschauer and Meskill, 2000); they make the learning process more focused, clarified, realistic, and dynamic (Thamil, 2007); and they lead students into making a bigger effort to understand it and practice it (Stempleski and Arcario, 1992).

In addition to all above, Allen and Marquez (2011)stated that when used, audio-visual aids help students to get an accurate idea about the lesson, and help them remember pictures they see better than words they hear; and the best way for making learners remember better is to make them hear words and see pictures at the same time.

Freeman (2000) asserts as well that these materials make the learning and teaching processes more practical and interactive. They help to make language lessons more interesting and lively. According to Kinder (1959) as cited in Akram, et al. (2012), audiovisual aids help learners to comprehend different concepts by providing the learner with a direct contact with those concepts, and show them how they work in real life situations. Anzaku (2011) adds that they offer a close verisimilitude of experience which is stimulating because their aesthetic character makes learning pleasant and enjoyable. Similarly, Christopher and Ho (1996) and Ngozi et al. (2012) claim that they are important because they contribute in making the task of learning easy and enjoyable.

Sampath, Panneerselvan and Shanghai (n.d) as cited in Akram, et al. (2012) claimed that students who attend classes where teachers implement audiovisual are more attentive, motivated and interested than students who attend classes which do not.

Another significance of using audio-visual aids stressed by Stempleski and Arcario (1992) is that they provide an authentic look at the culture of the target language; they could show how people interact in the real context of the foreign language. Via using audio-visual aids, such as slides, films, filmstrips and projectors the culture and climatic conditions of other countries can be introduced as a topic of discussion in the classroom. (Gopal, 2010)Additionally, they present real language, and give students practice in dealing with it. Similarly, Jain (2004) claims that audio-visual aids are effective because they provides learners with a realistic experience, capture their attention and increase their understanding in the classroom because they appeal to the mind through the visual-auditory senses.

Finally, audio-visual aids are very important in the teaching of a second/foreign language because they put across the meaning of words, they provide a topic or visual focus to prompt speaking or writing, they provide a visual link between L1 and English, they provide support and motivation for early reading and writing in English, and they provide ways around communication barriers (Vale, 2009). According to Thanajaro (2000), audio-visual aids when they are used in the classroom they help in the development of listening comprehension. Maneekul (2002) also claimed that students listening skills increased to a higher level due to the use of audio-visual aids and tasks, such as watching native speakers' video programs.

In teaching pronunciation particularly, Gilakjani (2011) indicated the importance of audio-visual aids through their role in decreasing three major problems. First, they overcome the problem of lack of exposure to language. Second, they overcome the lack of emphasis on

pronunciation. Finally, they help eradicate the intervention of the sounds and rules of the first language.

In addition to the aforementioned account, the use of audio-visual aids creates a long standing impact on learners.

1.2.4 The Long Term Impact of Audio-visual Aids

According to many scholars, audio-visual aids have a great impact on the teaching and learning process; they declare the positive influence of audio-visual aids when they are used in the classroom as follows;

1.2.4.1 Encouraging participation. Audio-visual aids are rich opportunities for students to develop their communication skill. They learn better when they are engaged in important and appealing activities for instance; making students participate in bulletin board display will improve their choice of colour and help them to understand the concept in question or when they join the teacher in the dramatization of an event or process. (Natoli, 2011)

1.2.4.2 Stimulating interest. Audio-visual aids help in the construction of a good and accepting environment for learning that is why it is important to use audio-visual aids in the teaching and learning process in order to make learning stimulated. Kathrine (2009) stated that students learn better when they are exposed to the audio-visual aids where theyreact naturally to the provided materials; therefore, during the process of learning, teachers should provide learners with audio-visual devices to satisfy the natural reaction of the learner.

1.2.4.3 Individualize instruction. Lestage (1959) indicated that audio-visual aids provide a means of individualizing instruction.This can happen through programmed learning and tapes which give the learner the ability to learn at his pace and work on his own. In addition to that Dike (1993) claimed that audio-visual devices give the teacher freedom to

work with individual students since they are not now required to carry out routine drills. Production of resources by students is another way of individualizing instruction.

1.2.4.4 Serves as a source of information. Mcnaught (2007) stated that audio-visual devices are very useful and instructional as well as promotional aids in the teaching and learning process, they are also useful where the consistency of presentation is desirable, audio-visual aids contribute to the depth and variety of learning, they also provide experiences not easily secured in other ways. Moreover, Prostano (1982) added that audio-visual aids serve in delivering information when they are used appropriately especially those provided from our locality. When audio-visual aids are used in the classroom, their familiarity gives a background for understanding the information.

1.2.4.5 Making learning permanent. According to Dike (1993), audio-visual aids help students to overcome the issue of forgetting information because of the lack of interest and opportunities to use the knowledge they have gained before. They also contribute to the clarity of the information presented by allowing students to visualize what they have learned. In addition to that Gopal (2010) stated that audio-visual aids are very useful in making learning permanent because they facilitate the acquisition, retention and recall of learned lessons. Moreover, Natoli (2011) added that audio-visual aids are essential for the teaching and learning process because most people remember what they have seen no matter what that thing was; it brings up the picture at a mere mention and can be talked about freely.

In the process of language learning and teaching, learners use their eyes as well as their ears; but they use their eyes more, this is why audio-visual devices have positive contributions to language learning when they are used at the right time, in the right place, and many styles of visual presentation is useful for language learning (Rivers, 1981).

To attain these impacts, teachers need to use audio-visual aids with care.

1.2.5 Teachers' Role

Due to the importance of using audio-visual aids in the language classroom, teachers should select the appropriate material which contributes to a better understanding of the lesson being taught. It is worth noting that these materials are important for the teaching process as well. Mohanty (2001) indicated that audio-visual aids give the opportunity to speakers to make a more professional and consistent presentation when using them in teaching is a way to improve lesson plans and give students additional ways to process subject information. Teachers should also set goals when using audio-visual aids in the classroom. The major goal is to facilitate the development of EFL learners' language skills, especially their listening and speaking skills. They also contributed in the advancement of the work of the teacher and help in the study of the textbook (Singh, 2005). Thus, in using audio-visual aids, the teacher assumes different roles, and he must have the ability of making balance between the use of audiovisual aids and his role, so that his role will not be overshadowed (Çakir, 2006). Thus, the learner can be;

➢ **Manipulator**: the teacher is the one who controls the classroom, what the learners should do, when they should speak and what sort of activities to design according to the implementation of the audiovisual aids.

➢ **Assessor**: the teacher is supposed to evaluate the learners' performance after the end of the designed activities in order to observe if there is any improvement or not.

➢ **Organizer**: the teacher needs to be selective when choosing which audiovisual aid to use. In addition, the information given to the learners need to be clear, useful and unconfused.

➢ **Guider**: the teacher plays the role of a promoter as well because learners consider him/her as a guide when they are confused or mislead. Especially when

implementing audio-visual aids, the teacher here encourage learners implicitly, advice them, and show them the right path to follow.

➢ **Participant**: the teacher plays the role of a participant too because s/he needs t interact, provide his previous knowledge of the designed activities and the implemented materials.

1.2.6 Learning Styles

Different terms are used interchangeably for the concept of learning styles, such as sensory preferences, cognitive styles, and personality types. Learning styles affect the process of perceiving, storing, and recalling information. Learning styles are divided into three sub sorts (James and Gardner, 1995 as cited in Hawaker and Akram, 2004).

- **Visual and Verbal Learners**

Visual learner perceive information via visual tools , such as pictures, charts and videos, while verbal learner perceive the input through written or spoken explanation (Ldpride, n.d, & Felder, 1993 as cited in Hawaker & Akram Awla, 2004).

- **Auditory Learners**

Auditory learners learn through auditory means, such as the spoken language or conversations. They understand the information when focusing on the tone, pitch and intonation (Ldpride, n.d, & Felder, 1993 cited in Hawaker & Akram Awla, 2014).

- **Kinesthetic Learners**

Kinesthetic learners are very active learners that rely on movements and tangible objects during learning (Oxford, 2001 as cited in Hawaker and Akram Awla, 2014). The use of audio-visual aids can assist learners' who have such style a lot.

1.2.7 Limitations in Using Audiovisual Aids

There are several limitations when implementing audio-visual aids in EFL classrooms that the teacher must take into account (Awasthi, 2014)

➢ The excessive use of audio-visual aids leads to the distraction of learner's mind from the subject of study.

➢ The use of audio-visual aids constantly results in the lack of communication between the learner and the teacher.

➢ The role of the teacher as a provider or knowledge will be automatically reduced.

➢ The teacher must take the appropriate amount of time while preparing the lectures.

➢ The use of audio-visual aids in all sessions increases learners' non acceptance towards other teaching methods

➢ The exaggeration in the implementation of audio-visual aids can be very harmful to learners who prefer to study without this implementation.

Conclusion

To conclude, this chapter dealt with several definitions, aspects, and notions that relate to teaching and learning pronunciation via the use of audiovisual aids. The chapter was divided into two sections; the first section highlighted teaching and learning pronunciation in EFL classrooms, the importance of teaching and learning pronunciation, different methods, techniques , factors of teaching and learning, and finally the assessment and materials of teaching it. As for the second section, it tackled the implementation of audiovisual aids in EFL learning and teaching classrooms, their types, the importance of using them, their impact, , also the learning styles, the teachers' role and finally the limitations in using them.

Chapter Two: Methodology, Data Analysis, Discussion

Introduction

The present study seeks to assess the views of EFL teachers and students towards the effectiveness of using audio-visual aids in teaching / learning pronunciation. This chapter presents the fieldwork conducted to accomplish the present research. It outlines the research design and methodology, data gathering tools, description of both students' and teachers' questionnaires, in addition to the analysis of data obtained from both questionnaires, the discussion of the main results, and finally the research conclusion.

2.1 Section One: Methodology

2.1.1 Research Design and Sampling

This study is conducted upon the descriptive research design to investigate the views of EFL teachers and learners towards using audiovisual aids in teaching / learning pronunciation. The descriptive design is chosen because it describes and observes the behaviour of the subject of study without influencing it in any way, and it is used to test specific hypotheses as well as determine the degree to which variables are connected without their manipulation (Bar Fluet, April 16, 2021). According to Best and Kahn (2006), the descriptive research design deals with conditions or relationships that exist, opinions that are given, processes that are going on evident effects, or trends that are developing. In other words, the opinions of teachers and learners about the implementation of audiovisual aids in EFL learning classrooms can be investigated following this research design.

To accomplish the conducted study second year LMD students and EFL teachers at Larbi Tebessi University were chosen as a population. All students had an equal opportunity to answer the questionnaire in order to avoid bias and give the work reliability.

2.1.2 The Population and Sample

The population selected is that of second year LMD students, since they have experience

studying using audio-visual aids and they had two years of instruction in phonetics and oral expression which are related to pronunciation, in addition to EFL teachers at Larbi Tebessi University, Tebessa who have insights about pronunciation. They are a main source of getting different opinions and views which have a crucialrole to test the assumptions that have been formulated and to assess the implementation of audio-visual aids in EFL classroom for teaching / learning English pronunciation. The study aimed to cover the whole population, but we confronted few difficulties while collecting the data. Some students did not agree to answer the questionnaire and others were constantly absent that is why we managed to collect 112 filled in questionnaires out of 147. We managed to collect 12 questionnaires answered by teachers out of 18, because we could not reach some of them.

2.1.3 The Research Instrument

A survey research instrument is adopted because according to Creswell (2012), a survey helps in identifying the important beliefs and attitudes of individuals. More precisely, the cross-sectional survey design is chosen because it helps in the examination of different attitudes, opinions, or practices. Moreover, information is provided in a short amount of time (Creswell, 2012). Two questionnaires were administered for both learners and their teachers in order to determine the teachers' and learners' points of view towards the use of audio-visual aids in EFL pronunciation classroom. A questionnaire was defined by Creswell (2012) as a form which is used in a survey design of a study and be completed by participants and returned to the researcher.

*2.1.3.1 The Aim of the Instrument.*The present study intends to investigate the teachers' and students' points of view towards the use of audio-visual aids in the EFL classrooms for teaching / learning English pronunciation. To accomplish this aim, the two adopted questionnaires are described in the subsequent sub-sections.

2.1.3.2 Procedures. For the sake of gathering data from the target population, the distribution of the questionnaire was on the field. In order to collect the largest amount possible of responses, the learners' questionnaire was administrated online (posted in the Google classroom of second-year students). This method led to collecting only five responses. That is why; the alternative was to administer it while students were having classes and they were filled either during our presence or emailed to us later since some respondents refused to fill it in immediately. The first response was received online after 30 minutes from the submission and the last one was received the fifth day. The teachers' questionnaire distribution was online, in which we send them via email, the first five responses were received after one day and the others were sent in a different day each.

2.1.3.3 The Structure of the Instrument. In order to investigate EFL teachers' and learners' views about the effectiveness of using audio-visual aids in teaching / learning pronunciation, the questionnaire begins with an introduction of this aim in order to give a general idea to the respondents about the nature of the research and the aim behind it. In addition, necessary guideline for answering the questions were provided (refer to Appendix A for teachers' questionnaire and Appendix B for learners' questionnaire). The learners' questionnaire included as well an explanation of the key terms to avoid any confusion. Both questionnaires include different types of questions; close-ended questions, multiple choices questions, open-ended sub-questions, and Five-point Likert scales.

2.1.4 Description of the Teachers' Questionnaire

The teachers' questionnaire contains 17 questions divided into three sections. The first section is entitled background information. It includes four questions which are about personal information concerning the amount of teaching experience at university, the different educational institutions in which the respondents have taught, their highest qualification and whether they focused on pronunciation in their teaching. However, the

second section is composed of five questions; in which through them we can collect data about teachers' views towards the effectiveness of using audio-visual aids to improve their students' English pronunciation; by asking them about the importance of teaching pronunciation, strategies of teaching it and whether they tolerate their students' pronunciation errors. The third section is the last one; it is composed of six questions devoted to knowing the usefulness of audio-visual aids in EFL classroom and how they help in improving learners' English pronunciation.

2.1.5 Description of the Learners' Questionnaire

The learners' questionnaire contains 15 questions divided into three sections. The first section is entitled bettering my pronunciation; it includes two questions which are about personal information concerning their desire of improving their pronunciation and suggestions that could help in improving English pronunciation. The second section is composed of seven questions through them we could collect data about students' views towards the effectiveness of using audio-visual aids to improve their English pronunciation. By asking them about the importance of pronunciation, how they rate their pronunciation, the activities of pronunciation that they practice, and the problems and difficulties they face in pronunciation. The third section is the last one; it is composed of four questions devoted to knowing the usefulness of audio-visual aids in EFL classrooms and how they help in improving learners' English pronunciation. It is worth noting that among all the audio-visual aids covered in the literature, only three were examined in the questionnaire; videos, pictures, and audio-tapes which are audio-visual, visual, and audio, respectively. These ones could be implemented easily in the classroom contrary to other aids, such as radios.

The collected data from both teachers' and learners' questionnaires were analyzed through descriptive statistics like measures of frequency, percentages (%), means ($\bar{x}$), and standard deviations (s), each when required, as reported in the following section.

2.2 Section Two: Analysis and Interpretation of the Results

This section aims to analyze the teachers' and learners'questionnaires in order to present the findings of this study. The aim of the analysis is to figure out whether the respondents agree upon the effectiveness of audio–visual aids in learning and ameliorating pronunciation. The analysis is carried upon the frequencies, percentages, means, and standard deviations calculated using the Statistical Package of Social Sciences (SPSS).Table 3 explains the main values that are interpreted according to the mean range.

Table 3

The Explanation of the Mean Ranges

Agreement	Effectiveness	Mean Ranges
Strongly Agree	Extremely Effective	*04.20-04,99*
Agree	Very Effective	*3.40-04.19*
Neutral	Moderately Effective	*02.60-3.39*
Disagree	Slightly Effective	*01.80-02.59*
Strongly Agree	Not Effective at all	*01.00-01.79*

2.2.1 The Analysis of the Teacher' Questionnaire

Teacher's Questionnaire

Question 01: What is your highest qualification?

Table 4

Respondents' Highest Qualification

Option	Frequency	Percentage
Magister Degree	6	50%
Master Degree	4	34%
PhD	2	16%
Total	12	100%

The scores presented in Table 4 affirm that half of the sample have a magister degree (n=6, 50%); whereas, four teachers (34%) have a master degree and two participants (16%)

have a PhD degree.

Question 02: How long have you been teaching a tuniversity?

Table 5

Respondent's Teaching Experience

Option	Frequency	Percentage
2years	3	26%
3years	1	8%
4years	1	8%
5years	1	8%
6years	2	17%
7years	1	8%
9years	1	8%
Morethan10years	2	17%
Total	12	100%

This question aims to determine how long the respondents have been teaching English. Three teachers affirmed that they have an experience of two years only. An equal number of two teachers affirmed that they have been teaching more than ten years, and other have an experience of six years. Finally, one teacher has opted for each of the rest suggestions.

Question 03: Have you taught in other educational institutions besides university?

Table 6

Respondents' Teaching Experience besides University

Option	Frequency	Percentage
Yes	11	92%
No	1	8%
Total	12	100%

As table 6 shows, the majority of the respondents stated that they have taught in other educational institutions besides university (n=11, 91, 7%). Meanwhile, only one teacher

confirmed that s/he never taught in any other institution.

Question 04: Among the courses that you have taught, do (es) any focus on pronunciation?

Table 7

Teachers' Experience in Teaching Pronunciation

Option	Frequency	Percentage
Yes	10	83%
No	2	17%
Total	12	100%

The collected answers indicate that almost the majority (n=10, 83%) confirmed that pronunciation was focal to the courses that they have taught. they have focus on during the courses that they have taught. On the other hand, only two teachers (17%) stated that they did not teach pronunciation oriented courses.

The Continuation of the Question

This question aims to collect the names of the courses which focus on pronunciation and to collect the ways in which teachers focus on pronunciation in their teaching. The teachers who have taught oral expression and comprehension assumed that pronunciation is focal. Other teachers mentioned that pronunciation gain importance in oral expression sessions and in teaching listening and speaking in middle school books and program. Meanwhile, some teachers affirm that teaching in New Headway based courses treat pronunciation as equally important as the others skills of language. Finally, some teachers stated that they focus on articulating the language correctly even though the course is not based on pronunciation.

Furthermore, the question sought to collect the ways in which their courses focus on pronunciation. Some of the participants believed that one of the primary objects of their courses such as oral expression is to foster students' speaking skill with all its aspects including pronunciation through reliance on listening to authentic audios or videos which can

be very helpful for EFL students to better their pronunciation. They also believe that practicing the language through speaking is of a great benefit as well. The other participants confirmed that they focus on pronunciation by teaching students new vocabulary related to the course topic and helping learners master its pronunciation. They also focus on the pronunciation of the final /ed/, final /s/ and the pronunciation of diphthongs. One of the teachers stated that learning a language should begin with learning the pronunciation of sounds and words in that language, and she confirmed that the great way to do so is via learning phonetics. Furthermore, the rest of the sample agreed that dealing with the differences between British and American accent, the spelling bee task, tongue twisters and listening to authentic English is a beneficial way to try out new words and pronounce them correctly.

Question 05: On a scale from 1 to 5, how important teaching pronunciationis?

Table 8

Teachers' Rating on the Importance of Teaching Pronunciation

Option	Frequency	Percentage	Mean	StandardDeviation
Not important	0	0%		
Slightly important	0	0%		
Somehow important	2	16,7%	4,41	0,792
Very important	3	25,0%		
Extremely important	7	58,3%		
Total	12	100%		

Table 8 aims to point at the views of teachers concerning the importance of teaching pronunciation in EFL classes. The overall mean value ($\bar{x} = 4,41$ std $= 0,792$) assert that teachers regard teaching pronunciation extremely important.

Teachers' Justification

In this question, the participants are asked to justify the ranking that they have provided.

They justified their choices by saying that it is very important to make people's speech eligible, and it is a vital part of learning a foreign language. The other contributors stated that learning a foreign language cannot happen if the learner does not pronounce well and it is a prominent factor in foreign language teaching that directly affects learners' communicative competence as well as performance. Whereas, one of the teachers believes that all learners are driven by the idea of having a native accent. Therefore, they fear to be judged according to their pronunciation, not through the correctness of language structure; while, the rest of the sample confirmed that the importance of pronunciation is undeniably remarkable since it helps to build an understandable speech and they affirm that the accent is not important as correct pronunciation.

Question 06: Do you think that teaching pronunciation explicitly can help learners improve their English pronunciation?

Table 9

Teachers Views about the Effect of Teaching Pronunciation Explicitly

Option	Frequency	Percentage
Yes	9	75%
No	3	25%
Total	12	100%

According to the results shown in Table 9, the majority of participants (n=9, 75%) confirmed the view of teaching pronunciation explicitly can help learners to better their pronunciation. By the same token, only three teachers (25%) opted for choosing no as an answer which clearly shows that they disagree with this view.

Teachers' Justification

In this question, teachers were asked to explain whether teaching explicitly can improve students' pronunciation. The teachers who chose *yes* as an answer justified their choice by saying that knowing the articulation of speech helps students pay attention to the way they

pronounce and this can be possible through explicit learning. They also agree that it can raise their metacogntive awareness that enable them learn and correct themselves. Some participants stated that in order to improve pronunciation repeating sounds is necessary. However, other teachers believe that teaching pronunciation implicitly would be better especially within a context.

Question 07: Do you tolerate your students' pronunciation errors during classroom participation?

Table 10

Teachers' Views towards their Students' Errors

Option	Frequency	Percentage
Yes	11	8%
No	1	92%
Total	12	100%

Table 10 indicates that the majority of the teachers (n= 11, 8, 3) tolerates their students' pronunciation errors. While, only one teacher considered that pronunciation errors cannot be tolerated.

Teachers' Justification

The teachers here were asked to justify whether they tolerate their students' pronunciation errors or they consider it a regular thing. Almost the entire participants stated that they tolerate their students' errors because they consider them as a part of the process of learning which helps them to feel free. Moreover, one of the teachers stated that "I do tolerate some mistakes that do not lead to impaired meaning when speaking and communicating". s/he added that if the pronunciation errors are inconsistent with the already taught pronunciation rules the teachers intervene to correct them. Additionally, some participants agree that students should speak all out without fear of falling in mistakes and without keeping on interrupting them and correct the errors. Finally, most of the teacher agreed that

making pronunciation errors can be tolerated since they are still learning there is always a room for development.

Question 08: Do you correct your students' pronunciation errors?

Table 11

Teachers' Views towards Correcting their Students' Errors

Option	Frequency	Percentage
Yes	12	100%
No	0	0%
Total	12	100%

The collected answers presented in Table 11, show that the entire sample of (n=12, 100%) prefers to correct students' pronunciation errors.

Teachers' Justification

This question seeks to collect the reasons that lead teachers to correct/or leave their students' pronunciation errors. One of the teachers claimed that correcting errors depends on them, while other teaches stated that most of the time they give implicit feedback. Other teachers affirm that they correct only serious errors or those ones that affect comprehension with a smooth manner and a way that makes learners feel comfortable; sometimes they use transcription to clarify the words. Additionally, other contributors affirmed that they correct errors implicitly and stated that there is not enough time to correct every pronunciation error especially that pronunciation is an area of great difficulty for non-native learners. One of the teachers stated that some students will not actually pay attention to pronunciation; hence they will not bother looking at it.

Question 09: What strategies could teachers implement to improve students' pronunciation?

Each teacher proposed different strategies, but most of the participants agree that listening to native speakers through videos and for example, encouraging them to watch the BBC channels and using authentic teaching materials and audio-visual aids are good

solutions to enhance pronunciation. Other teachers suggested that students need to articulate the language correctly and mimic their teacher model. For other teachers, they consider that the most common strategy is to identify the most difficult sounds and practice reproducing them. Finally, they proposed the intensive practice of phonetics and listening drills.

Question

10:Amongthefollowingmaterials,whichone(s)complement(s)thestrategiesthatyouhave proposed?

Table 12

Materials that Complement the Strategies Proposed by Teachers

Option	Frequency	Percentage
Dataprojector	5	7%
Computers	7	10%
Headphones	9	13%
Speakers	10	16%
Taperecorders	8	12%
Videos	11	16%
Television	9	13%
Radio	4	6%
Pictures	5	7%
Total	68	100%

The answers presented in Table 12 complement the previous question; they indicate teachers' choice for the materials that suit their strategies. The largest number of participants opted for the use of videos (n= 11). Ten teacher opted for the use of speakers. While (n = 9) chose headphones or television. Then, (n = 8) chose tape recorders. Additionally, (n = 7) prefer computers. An equal number of five (7.4%) teachers chose either data projectors or pictures. Finally, radio was the least preferred; the number of teachers which have opted for it is (n = 4).

Question 11:Have you ever used any type of audio-visual aids for teaching pronunciation before?

Table 13

Teachers' Previous Use of Audio-visual Aids

Option	Frequency	Percentage
Yes	8	67%
No	4	33%
Total	12	100%

The collected answers presented in Table 13, show that (n = 8) participants have used visual aids in teaching before, but the rest of the teachers (n = 4) did not.

The Continuation of the Question

Table 14

The Audio-visual Aids Used Previously by Teachers

Option	Frequency	Percentage
Dataprojector	5	22%
Videos	6	25%
Audiotapes	6	25%
Movies	1	4%
Computers	4	16%
Television	0	0%
Radio	1	4%
Imagesandpictures	1	4%
Total	24	100%

This question aimed to determine whether teachers have ever implemented any type of audio-visual aids in EFL pronunciation classrooms before. An equal number of six teachers (25%) stated that they have used audiotape or videos. Five (22%) claimed that they have

employed data projectors, and 4 (16%) teachers picked computers. Movies, radio, and pictures were selected by one teacher each.

Teachers' Justification

This question seeks to clarify why some teachers never used these aids. They confirmed that the lack of the equipment in the department is one of the main reasons. Whereas, other participants believe that audio-visual aids is very helpful but they prefer the traditional methods of immersing them in a linguistic bath and let them speak and comment on different topics.

Question 12: To what extent do you find the use of audio-visual aids important in teaching English pronunciation?

Table 15

Teacher's Views about the Importance of Using Audio-visual Aids in Teaching Pronunciation

Option	Frequency	Percentage	Mean	Standard Deviation
Extremely Important	4	33,4%		
Very Important	6	50%		
Moderately Important	1	8,3%	4,08	0,895
Slightly Important	1	8,3%		
Not Important at All	0	0%		
Total	12	100%		

The data reported in Table 15 assert the importance of using audio-visual aids in teaching. Overall, the sample considers the use of these aids as being very important ($\bar{x}$ = 4,08, std = 0,895).

Question 13: Depending on the following agreement scale, you are kindly asked to provide us withyourpointofviewconcerningtheuseofaudiovisualaidsinteachingpronunciation.

Table 16

The Statistical Analysis of Learners' Responses to the Lickert Scale

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
01	Frequency					4,25	0,621
	4	7	1	0	0		
	Percentage						
	34%	58%	8%	0%	0%		
02	Frequency					4,00	1.206
	5	4	2	0	1		
	Percentage						
	42%	33%	17%	0%	8%		
03	Frequency					3,91	0,792
	3	5	4	0	0		
	Percentage						
	25%	42%	33%	0%	0%		
04	Frequency					3,91	0,792
	3	5	4	0	0		
	Percentage						
	25%	42%	33%	0%	0%		
05	Frequency					4,58	0.668
	8	3	1	0	0		
	Percentage						
	67%	25%	8%	0%	0%		
06	Frequency					4,58	0,792
	9	1	2	0	0		
	Percentage						
	75%	8%	17%	0%	0%		
07	Frequency					4,00	0,738
	3	6	3	0	0		
	Percentage						
	25%	50%	25%	0%	0%		
08	Frequency					4,41	0,514
	5	7	0	0	0		
	Percentage						
	42%	58%	0%	0%	0%		
09	Frequency					4,50	0,674
	7	4	1	0	0		
	Percentage						
	58%	34%	8%	0%	0%		
10	Frequency					3,91	0,900

	3	6	2	1	0		
			Percentage				
	25%	50%	17%	8%	0%		
			Frequency				
11	8	4	0	0	0	4,66	0,492
			Percentage				
	67%	33%	0%	0%	0%		
			Frequency				
12	5	7	0	0	0	4,41	0,514
			Percentage				
	42%	58%	0%	0%	0%		
			Frequency				
13	6	6	0	0	0	4,50	0,522
			Percentage				
	50%	50%	0%	0%	0%		

Table 16 indicates that the entire sample strongly agrees with statement n° 1 "learners will engage more when implementing audio-visual aids in the classroom" based on the mean and standard deviation values ($\bar{x}$ = 4.25, std = 0,621). Statement n° 2 "Audio-visual aids serve as a source of information and make learning permanent." received an overall agreement among respondents with a mean a standard deviation value of ($\bar{x}$ = 4,00 std = 1,206). The same degree of agreement is traced in learners' response to statement n° 3 "using audio-visual aids help learners gain more self esteem to speak the language". The sample agrees ($\bar{x}$ = 3,91 std = 0,792)that audio-visual aids are effective in this regard. Additionally, teachers agreed ($\bar{x}$ = 3,91 std = 0,792) upon statement n° 4 "Audiovisual aids help shy and introverted students to communicate using the foreign language".

Table 16 shows as well that the sample strongly agreed with statement n° 5 "Learners will find the pronunciation learning process using audio-visual aids fun and interesting" based on the mean and standard deviation values ($\bar{x}$ = 458, std = 0,668). Additionally, the sample strongly agreed with statement n° 6 "Audio-visual aids give to learners the opportunity to try out new words and sounds". Overall, the results have generated a mean value of ($\bar{x}$ = 4,58, std = 0,792). Furthermore, the scores show that the teachers strongly

agreed with statement n° 7 "audio visual aids helps in facilitating the physical difficulties when presenting a topic" based on the mean and standard deviation values ($\bar{x}$ = 4,00, std = 0.,738). statement n° 8 "the use of audio-visual aids in the classroom help to increase understanding" received the overall agreement of participants as well, as indicated in the following mean and standard deviation values ($\bar{x}$ = 4,41 std = 0,514).

Moreover, learners showed a strong agreement with statement n° 9 "audio-visual aids help students acquire the sounds of the language". This strong agreement is shown in the mean and standard deviation values ($\bar{x}$ = 4,50, std = 0,900). Statement n° 10 shows that "audio-visual aids help students acquire the syllable structure of the language" there is an overall agreement among participants with a mean and standard deviation of ($\bar{x}$ = 3,91; std = 0,900). Additionally, the sample strongly agreed with statement n° 11 "audio-visual aids help students acquire the intonation of the language" based on the mean and standard deviation values ($\bar{x}$ = 4,66, std = 0,492). Additionally, statement n° 12 "audio-visual aids help students acquire the stress patterns of the language", received the overall strong agreement of the sample ($\bar{x}$ = 4,41, std = 0,514). Finally, statement n° 13 "audio-visual aids help students attain a good overall accent" gained the strong agreement of the sample ($\bar{x}$ = 4,50 std = 0,522).

Question 14: The following are different situations,in which each time different audio-visual equipment is implemented. You are kindly asked to decide how effective it is.

Audio-visualaids01: Movies

Table 17

The Effectiveness of Implementing Different Audio-visual Aids for Teaching English Pronunciation

Effectiveness Scale

Audio-visual Aid	Not Effective at all	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective	Mean	Standard Deviation
Videos			Frequency			3,33	1,073
	1	5	4	1	1		
			Percentage				
	8%	42%	34%	8	8		
Audio Tapes			Frequency			4,16	1,029
	6	3	2	1			
			Percentage				
	50%	25%	17%	8%	0%		
Pictures			Frequency			3,91	1,083
	4	5	1	2	0		
			Percentage				
	33%	42%	8%	17%	0%		

Table 17 shows teachers' evaluation of the effectiveness of various audio-visual aids in teaching pronunciation. First, videos are regarded as moderately effective in teaching pronunciation based on the mean and standard deviation values ($\bar{x}$ = 3,33; std = 1,073). Second, the overall mean and standard deviation values ($\bar{x}$ = 4,16; std = 1,029) show that teachers agree upon the fact that audio tapes are very effective in teaching pronunciation. Finally, pictures are regarded as very effective in teaching pronunciation as indicated in the mean and standard deviation values ($\bar{x}$ = 3,91; std = 1,083).

Question 15: Do you find implementing audio-visual equipment a hard task to achieve?

Table 18

Evaluating the Hardship in Implementing Audio-visual Aids

Option	Frequency	Percentage
Yes	9	75%
No	3	25%
Total	12	100%

This question examines the answers of the participants on whether they find the implementation of audio-visual aids a hard task. The majority of the teachers choose the option *yes* which explains that teachers encounter difficulties when they try to employ audio-visual aids. On the other hand, only three teachers opted for the option *no* which indicates that they do not face any problems or they have never implemented such aids.

Teachers' Justification

Most of the teachers confirmed that the unavailability of such equipment and language labs are the main reasons of not being able to employ these aids. Whereas, they believe it is not a hard task to do if the university provides them with these tools and facilitate the process for them.

2.2.2 The Analysis of the Learners' Questionnaire

Question 01: Do you work on improving your pronunciation?

Table 19

Students' Efforts to Improve their Pronunciation

Option	Respondents	Percentage
Yes	90	80%
No	22	20%
Total	112	100%

This question is intended to determine whether the students are working on improving

their pronunciation or not. More than half of the sample chose yes as an answer which means 80% of the participants are trying to improve their pronunciation, while the other 22 (20%) students are not doing any efforts.

Learners' Justification

In this question, and as a continuation, learners were asked to justify their choices. The learners who chose yes as an answer claimed that watching series, movies and videos on YouTube are what they do to enhance their pronunciation; one of the students wrote that listening to native speakers and communicate with them is how I work on improving my pronunciation" . The other participants stated that reading books and practicing activities such as imitating native speakers and shadowing are very helpful. The rest of the sample who chose "No" as an answer explain it by saying that they do not have enough time to practice any activity so that they improve their pronunciation, while others claimed that they are not interested in ameliorating their pronunciation because they already have good one.

Question02: Do any of the following suggestions help in improving your English pronunciation?

Table 20

Different Activities to Enhance Pronunciation.

Option	Respondents	Percentage
a)Listening to authentic English	90	33%
b)Imitating authentic speech	64	24%
c)Self-study on pronunciation	86	32%
d)Practical phonetics classes	29	11%
Total	269	100%

This question tends to explore learners' views towards a variety of practices that are either used in the classroom or at home to ameliorate their English pronunciation; the first and second options include the use of audio-visual aids without directly noting it. All the options

were opted for, with varying degrees, but no new suggestions were provided. 33%of the sample claimed that listening to authentic English is very helpful. Almost the same portion of the sample (32%) relies on self-study of pronunciation.24% stated that when imitating authentic speech their pronunciation will be much better. However, the practical phonetic classes were considered the least effective in ameliorating their pronunciation.

Question 03: On a scale from 1 to 5 how would you rate your pronunciation? (1=low; 5 =high)

Table 21

Learners' Pronunciation Rating

Option	Frequency	Percentage
1	0	0%
2	7	7%
3	60	53%
4	39	35%
5	6	5%
Total	112	100%

Table 21 shows the results obtained from students and how they rate their English pronunciation. The majority of student (53%) rate their pronunciation as 3, 35% of the sample rate it as 4, while 7% and 5% of the sample rate it as 2 and 5, respectively. Thus, the majority rates their pronunciation as average, and the minority considers it excellent.

Question04: How important is learning pronunciation to you?

Table 22

The importance of learning Pronunciation

Option	Respondents	Percentage
Extremely important	95	85%
Somewhat important	17	15%
A little important	0	0%
Not important	0	0%
Total	112	100%

This question aims to reveal how important learning pronunciation is for students (n = 95, 85%) of the population agreed that learning pronunciation is extremely important while the rest of the participants (n= 17, 15%) stated that it is somewhat important, thus we can assume that learning pronunciation is extremely important from the point of view of students.

Question 05: What are the activities you do in class to learn pronunciation?

Table 23

Learning Pronunciation Activities

Option	Respondents	Percentage
Imitative	81	72%
Analytical	28	25%
Other Activities	3	3%
Total	112	100%

Table 23 aims to establish whether students practice any activities in the classroom to learn pronunciation or not. 72% of the participants stated that they use imitative activities while 28% of the students said that they use analytical activities and the rest of the students suggested other activities to practice such as watching short movies without subtitles and listening to native speakers.

Question 06: Do you think that those activities are enough for improving your pronunciation?

Table 24

Learners Views about the Efficiency of Learning Pronunciation Activities

Option	Respondents	Percentage
Yes	38	34%
No	74	66%
Total	112	100%

This table confirms the previous question in which students have determined whether those activities are sufficient or not for ameliorating their pronunciation. Less than half of the participants (n=38, 34%) agreed that the mentioned activities are quite enough for them while the rest of the participants (n=74, 66%) claimed that those tasks cannot satisfy their need of learning a correct pronunciation especially for those who have a medium level and they are trying to ameliorate it.

Learners' Justification

In this question, students were invited to justify their choice, participants who chose *yes* as an option, think that the activities they practice in class are enough, because they have never been exposed to others and they believe that their pronunciation enhanced thanks to those tasks. The other students who picked the option *no* stated that those tasks are insufficient and they suggested listening to broadcasts or watching news presented by native speakers as an alternative; these suggestions are audio-visual aids, however; these tasks cannot be implemented in the classroom. One of the participants said that transcription on the board is very important since they provide you with the correct pronunciation.

Question 07: Do you think that the use of audio-visual aids in the classroom helps in improving your pronunciation?

Table 25

Learners' Views about the Effectiveness of Audio-visual Aids in Improving their Pronunciation

Option	Respondents	Percentage
Yes	101	90%
No	11	10%
Total	112	100%

The collected show the position of learners towards the use of audio-visual aids in the classroom. Almost all of the participants (n= 101, 90%) opted for *yes* as an option, while the rest of the population (n= 11, 10%) claimed that the implementation of such equipments will not change anything.

*Question 08: Do you face any problems in learning pronunciation?

Table 26

A Confirmation of whether Learners Encounter Problems when Learning Pronunciation

Option	Respondents	Percentage
Yes	19	17%
No	93	83%
Total	112	100%

This open-ended question aims to determine whether students face any problems while learning pronunciation. As it is shown in table 10, most of the respondents (n=93, 83%) opted for the option *no* which indicates that students never encountered any problem. The rest of the respondents (n=19, 17%) state that they face problems in pronunciation.

Learners' Justification

This question invites learners to mention the difficulties that they encounter when learning pronunciation. Students who choose the option *yes* listed some problems such as, pronouncing some specific sounds, distinguishing between sounds, understanding native

speech and sometimes the interference of the mother tongue. The other students who claim that they do not have any problem with learning pronunciation did not provide a justification.

Question 09: Is learning pronunciation through audio-visual aids a solution to any of your problems?

Table 27

Assessing the Effectiveness of Audio-visual aids is Solving Learners' Pronunciation Problems

Option	Respondents	Percentage
Yes	85	76%
No	27	24%
Total	112	100%

This question aims to complement the question before in which students are asked to determine whether learning pronunciation through audio-visual aids can be an ultimate solution to improve it or not . The majority of the participants (n= 85, 76%) chose the option *yes* which confirms that audio-visual aids is considered a good solution according to learners, while the rest (n=27, 24%) disagreed with this idea completely.

Learners' Justification

In this question, learners are asked to justify whether learning pronunciation via audio-visual aids is a solution to any of their problems. The participants who agree with this idea believe that this usage helps them a lot since it allows them to correct their speech immediately and adopt the appropriate pronunciation. On the other hand, learners who disagree with this idea justify their answer with the fact that they have an already good pronunciation so there is no need to such equipment.

Question 10: Which aspect of pronunciation do you find difficult?

Table 28

Assessing Difficulty in Different Aspects of Pronunciation

Option	Respondents	Percentage
The pronunciation of individual sounds	15	7%
The syllable structure	25	12%
Word stress	37	18%
Sentence stress	38	18%
Intonation	45	21%
Having a good overall accent	51	24%
Total	211	100%

Table 28 indicates that most participants (n=51, 24%) find difficulties with having a good overall accent when learning pronunciation, (n=45, 21%) students encounter difficulties with intonation. Additionally, (n=38, 18%) claim that distinguishing the sentence stress is critically hard, another good amount of students (n=37, 18%) declared that the difficulty they face is in word stress. The rest of the respondents show that they have problems with the syllable structure as well as the pronunciation of individual sounds.

Question 11: How often does your teacher use audio-visual aids in the pronunciation classroom?

Table 29

Frequency of Implementing Audio-visual Aids in the Classroom by Teachers

Option	Respondents	Percentage
Always	3	3%
Often	7	6%
Sometimes	49	44%
Rarely	46	41%
Never	7	6%
Total	112	100%

The results obtained from table 29 show that (n=49, 44%) of the participants stated that

teachers sometimes use audio-visual aids, while n=46, 41% of the sample declared that they used them rarely and the rest of the sample were divided between often, never, and rarely. Overall half of the population stated that teachers implement audio-visual aids sometimes.

Question 12: In your opinion, how effective is the use of audio-visual aids in improving your pronunciation on a scale from 1 to 5?

On the scale from 1 to 5 students were asked to rate the effectiveness of using audio-visual aids in improving their pronunciation. More than half of the participants (n=60, 53%) consider them very effective,(n=39, 35%) of students responded that they are extremely effective, while (n = 12, 11%) regarded them as moderately effective and only one participant considered them slightly effective. Overall, the mean value ($\bar{x}$ = 4.34, std = 0.637) indicates that learners consider audio-visual aids as very effective in ameliorating their pronunciation.

Table 30

The Effectiveness of Using Audio-visual Aids in Improving Learners' Pronunciation

Option	Frequency	Percentage	Mean	Standard Deviation
Not Effective at all	0	0%		
Slightly Effective	1	1%		
Moderately Effective	12	11%	4,34	0,637
Very Effective	60	53%		
Extremely Effective	39	35%		
Total	112	100%		

Question13: Based on your answer to the previous question, to what extent do you agree with each of the following statements.

Table 31

The Statistical Analysis of Learners' Responses to the Lickert Scale

Statement	Agreement Scale					Mean	Standard Deviation
	Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**		
	Frequency						
01	64	44	2	0	2	4,50	0,710
	Percentage						
	57%	39%	2%	0%	2%		
	Frequency						
02	84	23	4	0	1	4,69	0,630
	Percentage						
	75%	20%	4%	0%	1%		
	Frequency						
03	65	39	4	1	3	4,48	0,773
	Percentage						
	57%	35%	4%	1%	3%		
	Frequency						
04	56	45	9	1	1	4,41	0,679
	Percentage						
	50%	40%	8%	1%	1%		
	Frequency						
05	55	46	5	4	2	4.,32	0.862
	Percentage						
	49%	40%	5%	4%	2%		
	Frequency						
06	52	47	9	3	1	4,33	0,743
	Percentage						
	46%	42%	8%	3%	1%		
	Frequency						
07	46	53	9	3	1	4,27	0,762
	Percentage						
	41%	47%	8%	3%	1%		
	Frequency						
08	49	50	9	2	2	4,27	0,827
	Percentage						
	43%	45%	8%	2%	2%		
	Frequency						
09	47	53	8	3	1	4,27	0,782
	Percentage						
	42%	47%	7%	3%	1%		
	Frequency						
10	47	57	7	1	2	4,33	0,676
	Percentage						
	42%	51%	6%	1%	0%		
11	**Frequency**					4,32	0,862

	47	57	7	1	0		
	Percentage						
	42%	51%	6%	1%	0%		
	Frequency						
12	47	52	8	4	1	4,48	0,773
	Percentage						
	42%	46%	7%	4%	1%		

Table 31 shows that the sample strongly agreed with statement n° 1 "audio-visual aids facilitate the process of learning pronunciation" based on the mean and standard deviation values ($\bar{x}$ = 4,50, std = 0,710). Similarly, the sample strongly agreed upon the content of statement n° 2 "audio visual aids give me an opportunity to listen to native speakers' speech". Overall, the results have generated a mean value of ($\bar{x}$ = 4,69, std=0,630). Furthermore, the scores show that learners strongly agreed with statement n° 3 "audio-visual aids give me an opportunity to correct my pronunciation" based on the mean and standard deviation values ($\bar{x}$ = 4,48, std = 0.,773). statement n° 4 "audio-visual aids give me an opportunity to practice and to test my language" received a strong agreement from participants as well as indicated in the following mean and standard deviation values ($\bar{x}$ = 4,41 std = 0,679).

Statement n° 5 "Audio visual aids give me an opportunity to evaluate my proficiency in pronunciation" received an overall strong agreement among respondents with a mean a standard deviation value of ($\bar{x}$ = 4,32 std = 0,862). The same pattern is observed in learners' response to statement n° 6 "the use of audio-visual aids builds an enjoyable environment of learning". The sample strongly agrees ($\bar{x}$ = 4,33 std = 0,743) that audio-visual aids are effective in this regard. Additionally, learners strongly agreed ($\bar{x}$ = 4,27 std = 0,762) upon statement n° 7"the use of audio-visual aids motivates the learning process by capturing my attention". Also, statement received the overall strong agreement ($\bar{x}$ = 4,27 std = 0,827) upon statement n° 8 "the use of audio records encourage me to use oral language more openly in the classroom".

Similarly, learners showed a strong agreement with statement n° 9 "recorded materials allow me to hear a variety of different accents and better mine". This strong agreement is indicated in the mean and standard deviation values ($\bar{x}$ = 4,27 std = 0,782). Statement n° 10 dictates that "audio visual aids provide a variety of activities and tasks which better my pronunciation", and it has generated a strong agreement among participants with a mean and standard deviation of ($\bar{x}$ = 4,33 std = 0,676).Moreover, the sample strongly agreed with

Table 32

The Effectiveness of Audio Tapes in Ameliorating Pronunciation

Audio-visual Aid	Aspect of Pronunciation	Effectiveness Scale						Mean	Standard Deviation
		Not Effective at all	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective			
Audio Tape	The pronunciation of individual sounds	Frequency						3,29	0,963
		9	8	42	48	5			
		Percentage							
		8%	7%	38%	43%	4%			
	The syllable structure	Frequency						3,09	0,982
		11	12	49	36	4			
		Percentage							
		10%	11%	44%	31%	4%			
	Word stress	Frequency						3,27	0,995
		8	15	33	51	5			
		Percentage							
		8%	13%	29%	46%	4%			
	Sentence Stress	Frequency						3,13	0,053
		13	10	44	39	6			
		Percentage							
		12%	9%	39%	35%	5%			
	Intonation	Frequency						2,88	0,928
		7	31	45	26	3			
		Percentage							
		6%	28%	40%	23%	3%			
	A good overall accent	Frequency						2,90	1,139
		17	16	51	17	11			
		Percentage							
		15%	14%	46%	15%	10%			

statement n° 11 "I am able to correct my pronunciation when listening to correct Englis

h speech" based on the mean and standard deviation values ($\bar{x}$ = 4,33, std = 0,676). Finally, statement n° 12 "the use of audio-visual aids provides opportunities for effective communication between teacher and students in learning." Additionally, received the overall strong agreement of the sample ($\bar{x}$ = 4,25, std = 0,811).

Question 14: The following are different situations, in which each time a different audio-visual aid equipment is implemented. You are kindly asked to decide how effective the use of each equipment is for each of the proposed aspects of pronunciation through rating them from 1 (Not Effective at All) to 5 (Extremely Effective).

Item 01: The use of audio tapes to ameliorate different aspects of pronunciation

Table 32 shows that learners consider the use of audio tapes moderately effective for learning all the aspects of pronunciation. This is indicated through the mean values prevalent in the table.

Item 02: The use of pictures to ameliorate different aspects of pronunciation

Table 33

The Effectiveness of Pictures in Ameliorating Pronunciation

Audio-visual Aid	Aspect of Pronunciation	Effectiveness Scale					Mean	Standard Deviation
		Not Effective at all	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective		
	The pronunciation of individual sounds	Frequency					3,22	1,096
		13	11	33	48	7		
		Percentage						
		12%	10%	29%	43%	6%		
Pictures	The syllable structure	Frequency					3,38	0,892
		7	6	41	54	4		
		Percentage						
		6%	5%	37%	48%	4%		
	Word stress	Frequency					2,95	1,114
		15	21	37	33	6		
		Percentage						
		13%	19%	34%	29%	5%		

	Frequency						
Sentence Stress	9	14	35	48	6	3,25	1,018
	Percentage						
	8%	13%	31%	43%	5%		
	Frequency						
Intonation	17	19	13	58	5	3,13	1,212
	Percentage						
	15%	17%	12%	52%	4%		
	Frequency						
A good overall accent	16	12	43	29	12	3,08	1,171
	Percentage						
	14%	11%	38%	26%	11%		

Table 33 shows that learners consider the use of pictures moderately effective for learning all the aspects of pronunciation. This is indicated through the mean values prevalent in the table.

Item 03: The use of videos to ameliorate different aspects of pronunciation

Table 34

The Effectiveness of Videos in Ameliorating Pronunciation

Audio-visual Aid	Aspect of Pronunciation	Effectiveness Scale					Mean	Standard Deviation
		Not Effective at all	Slightly Effective	Moderately Effective	Very Effective	Extremely Effective		
Videos	**The pronunciation of individual sounds**	**Frequency**					3,27	1,048
		8	13	45	33	13		
		Percentage						
		7%	12%	40%	29%	12%		
	The syllable structure	**Frequency**					3,29	1,052
		11	9	37	47	8		
		Percentage						
		10%	8%	33%	42%	7%		
	Word stress	**Frequency**					3,26	1,011
		5	16	51	25	15		

	Percentage						
	4%	14%	46%	23%	13%		
	Frequency						
Sentence Stress	10	23	40	28	11	3,06	1,114
	Percentage						
	8%	21%	36%	25%	10%		
	Frequency						
Intonation	13	14	38	38	9	3,14	1,114
	Percentage						
	12%	12%	34%	34%	8%		
	Frequency						
A good overall accent	10	15	44	24	19	3,24	1,157
	Percentage						
	10%	13%	39%	21%	17%		

Table 34 shows that learners consider the use of videos moderately effective for learning all the aspects of pronunciation. This is indicated through the mean values prevalent in the table.

2.3 Section Three: Discussion of the Results

This section is advocated to the main findings drawn from the data previously collected in the teachers' and learners' questionnaire. It investigates their views about the implementation of audio-visual aids in teaching and learning pronunciation. This part will restate and merge the main results obtained from the quantitative data of both teachers' and learners' questionnaires and it will be discussed in the light of the research questions.

Answering the First Research Question "What are the learners' view towards the use of audio-visual aids to enhance their English pronunciation?"

According to the findings, we can say that a vital answer to the first research question is found. First of all, learners are aware of the importance of bettering their pronunciation and aware of the importance of audio-visual aids as well. Additionally, they have shown, through their responses that the practical phonetic classes need to be revised. They believe that learning through using audio-visual aids is extremely effective. According to Madhuri

(2013), audio-visual aids can improve learners' pronunciation several times overmore than other methods. Moreover, Natoli (2011) emphasized that audio-visual aids are extremely essential in the teaching and learning processes because "having seen something,most people recognize, for whatever it was, it creates an image with the mere mention and can be freely spoken about." As in (question 09) they affirm that the employment of audio-visual aids in classroom helps to improve their pronunciation a lot. Additionally, they agree that learning through using images and videos can better the understanding. Almost the entire population agrees that they face problems with pronunciation; therefore they consider the use of audio-visual aids as a resolution to overcome those difficulties. The conducted questionnaire shows that there is an overall agreement among the respondents on the efficiency of implementing audio-visual aids in learning pronunciation. The collected answers show that the majority of the participants agreed upon the effectiveness of such tools, which explains that the use of audio-visual aids plays a vital role in facilitating the process of teaching and learning pronunciation. The respondents have given as well insights into the appropriate practice that teachers should implement; for example, the imitative activities ((listen, listen and repeat, read aloud),some of the participants affirm that these activities are sufficient and they could help them to learn and improve their pronunciation, while others confirm that they are not enough and they need to practice more than the proposed ones.

On this basis, it can be confirmed that the first research question is answered according to the data obtained and analyzed from the second and third section of students' questionnaire. All the answers show an agreement with the effectiveness of implementing audio-visual aids in EFL classroom in order to improve pronunciation. On that account the first research assumption is confirmed.

Answering the Second Research Question "What are the teachers' views towards the implementation of Audio-visual Aids in EFL classroom?"

The respondents are teachers from the University of Larbi Tebessi, who have experienced teaching through the use audio-visual aid. The obtained results from the questionnaire points at the importance of teaching pronunciation because it is considered as a prominent factor in foreign language teaching that directly affects learners' communicative competence as well as performance, since EFL learners want to be native like in their speech they need to focus on pronunciation. Fraser (2000) argues that "being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However, by far the most important of these skills is pronunciation" (p. 7). The majority of the participants consider this view positive, they all state that mastering a language cannot happen if the learner does not pronounce well, as Julia (2002) emphasizes that without pronunciation there would be no spoken language and no oral communication. The majority of contributors agree upon the effectiveness of implementing audio-visual aids and they consider it a successful tool to teach pronunciation. Besides, it facilitates the teaching process for them. The selected sample confirms that they focus on pronunciation among the courses they teach especially in oral expression sessions and comprehension modules. Additionally, they explained in what way they focus on it via explaining that the main objective of oral expression session is to foster students' speaking skill with all its aspects including pronunciation. Listening to authentic audios and videos also can help students to better their pronunciation. Each teacher has given as well a insight into the different strategies to follow in classroom using audio-visual aids in order to attain a good pronunciation and they believe in its usefulness.

According to the respondents' experience, each one of them suggested a strategy to follow in classroom. The majority of the participants share the same idea which states that making learners exposed to native speakers through videos, encouraging them to watch BBC channels, using authentic materials and audio-visual aids. Others claim that the most common

strategy is identifying the most difficult sounds and practice reproducing them via listen and imitate using audio-visual aids. Listening to songs and watching videos is another strategy that can foster students' speaking skill.

Moreover, all of the suggested audio-visual aids to be implemented in the agreement scale has indicated that the teachers have a positive view towards them, but unfortunately their implementation is not an easy task to do, since they face some difficulties while doing so. The major obstacles that prevent teachers from using audio-visual aids are represented in the lack of time, crowded section, not having enough data projectors, the unavailability of audio-visual aids and the technical problems that occurs while using those aids. The lack of language lab is also considered as another difficulty for teachers.

On this basis, it can be concluded that the second research question is answered through the gathered data from the questionnaire. All the respondents show a positive view towards the implementation of audio-visual aids to teach English pronunciation. They show an overall agreement with the entire proposed questions, which conclude that the use of audio-visual aids is a very useful technique to teach, learn and improve pronunciation. On this account the second research hypothesis is confirmed and the usefulness of audio-visual aids is affirmed.

Answering the Third Research Question" How do learners assess the effectiveness of different audio-visual aids in learning the various aspects of pronunciation?"

The results obtained from the learners' questionnaire affirm the positive views of learners towards the effectiveness of the variety of audio-visual aids in learning pronunciation. Learners consider employing videos in learning pronunciation as moderately effective for bettering the different aspects of pronunciation. Berk, (2009) confirm the effectiveness of using videos in which he claims that videos grab students' attention, generate interest in class, create a sense of anticipation, improve attitudes towards content and learning and finally increase understanding . Whereas, the implementation of pictures and audiotapes is regarded

as very effective. The use of audiotapes and pictures is regarded moderately effective for the various aspects of pronunciation because they can attract the students' attention and motivation. By using both of these tools, learners can listen to how to pronounce some words and observe how to express some expressions. Consequently, the last research hypothesis is rejected because all the proposed audio-visual aids were regarded as having the same effect for all the aspects of pronunciation.

2.4 Limitations of the Study

Even though this research has important significance in the process of learning and teaching English pronunciation, it must be admitted that some limitations were raised which were the following:

The lack of time and the difficult circumstances that the pandemic of covid19 caused, lead us to change the first plan of our study, which was meant to be experimental, but the restricted time of studying forced us to choose another path to cross. Additionally, the results would have been more insightful if all teachers contributed in answering the questionnaire.

2.5 Pedagogical Implications

Depending on the results obtained from the study, the following suggestions are proposed for teachers:

- Teachers should allow the use of Audio-visual Aids inside the classroom.
- Teachers should integrate Audio-visual Aids in the learning process, as a key competence to the acquisition of the target language.
- Teachers should implement Audio-visual Aids in the classroom to work on improving pronunciation and authentic communication.
- Challenge students with different types of supports and formats and, therefore, a great variety of activities through which learners pass from receivers to makers.
- Bring students elements through authentic and real-time documents. .

- Teachers should suggest to students different strategies to learn pronunciation.

- Teachers should consider the students' needs and interest before designing materials

- It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students' boredom and monotonous teaching and learning process.

- Teachers are expected to give a model on how to pronounce English words correctly to their students during the teaching and learning process

  For students:

- Students should motivate themselves and be responsible for their learning.

- Students should use Audio-visual Aids to develop and share teachers' information.

- Students should be organised and help the teachers in the classroom to have a successful session using Audio-visual aids.

- Students should build their strategies to learn pronunciation.

- Students should have the acceptance and the will to learn pronunciation.

General Conclusion

Teaching pronunciation in a foreign language is very important because depending on the information provided by the teacher is insufficient. Learners need to take charge of their studies to master and succeed in a given language. The investigation carried out in this study, confirms our hypothesis which states that both teachers and students have a positive view towards the implementation of Audiovisual Aids in EFL learning classrooms and we tested our hypothesis through quantitative data that were gathered following a survey method by adopting questionnaires as data-gathering tools. The dissertation compromised of two chapters, the first chapter includes a general overview of the concept of teaching and learning pronunciation via the use of audiovisual aids while the second chapter was devoted to the practical part. It includes the research method and design, data gathering tool, and provided the analysis and discussion of results obtained from students' questionnaire and teachers' questionnaire.

The data obtained from both questionnaires confirm the hypothesis and answer the research questions, both questionnaires point out the students' and teachers' awareness of the importance of teaching and learning pronunciation in EFL context; also these results indicate that teachers and students hold a positive attitude towards the use of audio-visual aids on teaching and learning pronunciation. Also teachers' have a major role in helping learners to improve their pronunciation, because teachers act different roles in their teaching process. In short, using audio-visual aids in teaching and learning pronunciation is a good tool for enhancing learner's English pronunciation.

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People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Larbi Tebessi University -Tebessa

Faculty of Letters and Languages

Department of Letters and English Language

Teachers' Questionnaire

Dear teacher,

This questionnaire, is designed to collect useful information for the practical portion of a Masters' dissertation, which investigates EFL teachers' views towards the implementation of audiovisual aids in EFL learning classrooms for the sake of improving learners' pronunciation . We will be grateful if you answer this questionnaire. Your collaboration will help us tremendously in gathering the needed information for the study.

Guidelines: Please, place a check mark (✓) in the appropriate box(es) and give full answer(s) whenever necessary.

Thank you for your collaboration and contribution.

Researcher's Names:

Ahlem BENARFA

Sofia BRIK

Supervised by:

 Ms. Chaïma BRAHAM

Section One: General Information

Q1. What is your highest qualification?

………………………………………………………………………………………………….

Q2. How long have you been teaching at university?

…..

Q3. Have you taught in other educational institutions besides university?

Yes ☐   No ☐

Q4. Among the courses you have taught, do (es) any focus on pronunciation?

If yes, mention it/ them……………….……………….…………………………...…

…………………………………………………………………………………………

If yes, in what way(s) does it focus on pronunciation?

…………………………………………………………………..…………………………

………………………………………………………………………………………….

Section Two: Teaching Pronunciation

Q5. On a scale of 1 to 5, how important teaching pronunciation is?

Not important   1   2   3   4   5   Very important
                        ☐   ☐   ☐   ☐   ☐

Justify your ranking you have

provided ……………………………………………..…………………………………

…………………………………………………………………………………………

………

Q6. Do you think that teaching pronunciation explicitly can help learners improve their

English pronunciation?

Justify your answer,

please ……………………………………………………………………………………

………

………………………………………………………………………………………………

Q7. Do you tolerate your student s' pronunciation s' errors during classroom participation?

Yes ☐   No ☐

Q8. Do you correct your student s' pronunciation errors?

……………………………………………………………………………………………

…………… ……………………………………………………………………………..

If no, how you do you react to them, please?

……………...…………...…………....…………………………………………………

Q9. What strategies could teachers implement to improve students' pronunciation? …………………………………………………………………

…………………

……………………………………………………………………………………………

Q10. Among the following materials, which one (s) complement (s) the strategies that you haveproposed?

a) Data Projectors ☐
b) Computers ☐
c) headphones ☐
d) Speakers ☐
e) Tape records ☐
f) Videos ☐
g) Television ☐
h) Radio ☐
i) Images and Pictures ☐

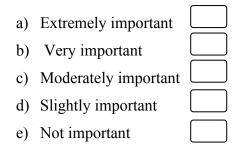*Section Three: Using Audiovisual Aids in EFL classrooms*

Q11. Have you ever used any type of audiovisual aids for teaching pronunciation before?

Yes ☐   No ☐

If yes, which of the following types have you used (you may choose more than one answer)

☐

a) Data Projectors

b) Videos ☐

c) Audio tapes ☐

d) Movies ☐

e) Computers ☐

f) Television ☐

g) Radio ☐

h) Others…………………………………………………………..……………………

Q12. To what extent do you find the use of audiovisual aids important in teaching-learning English pronunciation?

a) Extremely important ☐

b) Very important ☐

c) Moderately important ☐

d) Slightly important ☐

e) Not important ☐

Q13. Depending on the following agreement scale, you are kindly asked to provide us with your point of view concerning the use of audiovisual aids in teaching pronunciation.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Learners will engage more when implementing audiovisual aids in classroom.					
Audiovisual aids serves as a source of information and make learning permanent.					
Using audiovisual aids help learners gain more self esteem to speak the					

language.				
Audiovisual aids help shy and introvertedto communicate using the foreign language.				
Learners will find the pronunciation learning process using audiovisual aids fun and interesting.				
Audiovisual aids give t to learners the opportunity to try out new words and sounds.				
Audiovisual aids helps in facilitating the physical difficulties when presenting a topic.				
The use of audio-visual aids in the classroom help to increase understanding.				
Audio-visual aids help students acquire the sounds of the language				
Audio-visual aids help students acquire the syllable structure of the language.				
Audio-visual aids help students acquire the				

intonation of the language					
Audio-visual aids help students acquire the stress patterns of the language					
Audio-visual aids help students attain a good overall accent.					

Q14. The followings are different situations, in which each time different audiovisual equipment is implemented you are kindly asked to decide how effective it is using the provided scale by ticking on the following scale.

- **Audio-visual aids 01 : Videos**

The aim is to teach learners how to read and pronounce correct sounds and distinguish the appropriate pronunciation of English language.

Today I decide to bring an educated video. I organize the classroom and all the equipment so that I don't face any problem. The video will be with English subtitles and it will take a half-hour time.

Very effective   1   2   3   4   Not effective

☐   ☐   ☐   ☐

- **Audio-visual aid 02: Audio tap**

The aim is to teach learners how to listen and imitate the correct pronunciation of English language.

I decide to bring today an audio tape to the classroom today, learners will listen to a dialogue between two native speakers, and they will be asked to imitate the dialogue.

Very effective   1   2   3   4   Not effective

☐   ☐   ☐   ☐

- **Audio-visual aids 03 : Pictures**

The aim is to teach learners how to associate between the word and its appropriate pronunciation.

I plan to use the data projector in order to present my course today in the form of pictures.The course will tackle the different spellings of the same words but with different meanings.

Very effective   1   2   3   4   Not effective

Q15. Do you find implementing audiovisual equipment a hard task to achieve?

Yes ☐   No ☐

Justify your answer,

please …………………………………….……………………………………………………

……………………………………………………………………………………………………

……….

You are the most welcome for any additions, suggestions or recommendations …………………………………………………………………………

……………………………………………………………………………………………………

……………………

We really appreciate your time, effort and collaboration.

Appendix B: The Learners' Questionnaire

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Larbi Tebessi University -Tebessa

Faculty of Letters and Languages

Department of Letters and English Language

Learners' Questionnaire

Dear student,

This questionnaire is designed for the sake of collecting useful information to accomplish a Master's dissertation. Through this questionnaire, we attempt to investigate your points of view as EFL learners towards the implementation of audio-visual aids in EFL Learning classrooms for the sake of improving your pronunciation. Your collaboration helps tremendously in gathering the needed information for the study.

Guidelines:

Please, a check mark (√) in the appropriate box (es) and give full answer(s) whenever necessary.

Thank you for your time and contribution

Key Terms:

Pronunciation: is one of the most important skills in the English language, itis the way of uttering words; it is a key concept of the learning of a foreign language process.

Audio-visual aids: they are devices which can be used in the teaching and learning process such as; tape recorders, pictures, overheads projector and videos.

Researchers' names:

Sofia BRIK

Ahlem BENARFA

Supervised by:

Ms. Chaïma BRAHAM

Section One: Bettering my pronunciation

Q1.Do you work on improving your pronunciation?

Yes ⬜ No ⬜

If yes, what do you do to try to improve it?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

If not, why?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q2. Do any of the following suggestions help in improving your English pronunciation

(You can choose more than one answer)

   a) Listening to authentic English ⬜
   b) Imitating authentic speech ⬜
   c) Self-study on pronunciation ⬜
   d) Practical phonetics classes ⬜

Section Two: Pronunciation in the EFL classroom

Q3.On a scale from 1 to 5 how would you rate your pronunciation? (1 = low; 5 = high)

……………………………………………………………………………………………..

Q4. How important is learning pronunciation to you?

    a) Extremely important   ☐

    b) Somewhat important   ☐

    c) A little important   ☐

    d) Not important   ☐

Q5. What are the activities you do in class to learn pronunciation?

    a) Imitative (e.g., listen, listen & repeat, read aloud)   ☐

    b) Analytical (e.g., transcription, articulation pictures or descriptions, minimal pairs) ☐

    c) Other activities…………………………………………………………………...

Q6.Do you think that those activities are enough for improving your pronunciation?

    Yes   ☐   No   ☐

Please justify your answer:

………………………………………………………………………………………………

………………………………………………………………………………………………

Q7. Do you think that the use of audio-visual aids in the classroom helps in improving

your pronunciation?

    Yes ☐   No ☐

Please, justify your answer:

………………………………………………………………………………………………

………………………………………………………………………………………………

Q8. Do you face any problems in learning pronunciation?

Yes   ☐ No   ☐

If yes, mention them

………

………

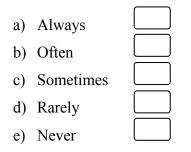**Q9. Is learning pronunciation through audio-visual aids a solution to any of your problems?**

Yes ☐ ☐

Please, justify your answer:

……

……

Q10.Which aspect of pronunciation do you find it difficult? (You can choose more than one answer)

a) The pronunciation of individual sounds ☐
b) The syllable structure ☐
c) Word stress ☐
d) Sentence stress ☐
e) Intonation ☐
f) Having a good overall accent ☐
g) Others…………………………………………………………………………………………

Section Three: The Use of Audio-visual Aids in EFL Classroom

Q11. How often does your teacher use audio-visual aids in the pronunciation classroom?

a) Always ☐
b) Often ☐
c) Sometimes ☐
d) Rarely ☐
e) Never ☐

Q12. In your opinion, how effective is the use of audio-visual aids in improving your pronunciation on a scale from 1 to 5?

……

Q13. Based on your answer to the previous question, to what extent do you agree with each of the following statements:

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Audio-visual aids facilitate the process of learning pronunciation					
Audio-visual aids give me an opportunity to listen to native speakers speech					
Audio-visual aids give me an opportunity to correct my pronunciation					
Audio-visual aids gives me an opportunity to practice and to test my language					
Audio-visual aids give me an opportunity to evaluate my proficiency in pronunciation.					
The use of audio-visual aids builds an enjoyable and environment of learning.					
The use of audio-visual aids motivates the learning process by capturing my attention.					
The use of audio records encourage me to use oral language more openly in the classroom					
Recorded materials allow me to hear a variety of different accents and better mine.					
Audio-visual aids provide a variety of activities and tasks which better my pronunciation.					
I am able to correct my pronunciation when listening to correct English speech					
The use of audio-visual aids provides opportunities for					

effective communication between teacher and students in learning					

Q14. The following are different situations, in which each time different audio-visual aid equipment is implemented. You are kindly asked to decide how effective each equipment is for each of the proposed aspects of pronunciation through rating each.

- **Audio aids :** audio tape or radio

The aim is to learn how to listen and imitate the correct pronunciation of English language. Today you are exposed to an audio tape in the classroom; you will listen to a dialogue between two native speakers, and you will be asked to imitate the dialogue.

The Aspects of Pronunciation	1	2	3	4	5
The pronunciation of individual sounds					
The syllable structure					
Word stress					
Sentence stress					
Intonation					
A good overall accent					

- **Visual aids :** Pictures or PowerPoint

The aim is to capture learners' attention and make them more interested in the lesson and show them a set of events that build a story in the form of pictures of PowerPoint slides. Today you are exposed to different pictures that help you express what you see.

The Aspects of Pronunciation	1	2	3	4	5
The pronunciation of individual Sounds					
The syllable Structure					
Word stress					
Sentence stress					
Intonation					
A good overall accent					

- **Audio-visual aids :** Videos or computer

The aim is to learn how to pronounce English like native speakers and correct your pronunciation and improve it by watching hearing and reading correct English.

Today you are exposed to a video. The video will be with English subtitles; you will be able to listen and comment on the video in order to correct your pronunciation and improve it.

The Aspects of Pronunciation	1	2	3	4	5
The pronunciation of individual Sounds					
The syllable Structure					
Word stress					

Sentence stress					
Intonation					
A good overall accent					

We really appreciate your time, effort and collaboration.

Résumé

La prononciation est l'un des éléments les plus importants dans l'enseignement et l'apprentissage d'une langue étrangère. En conséquence, la présente étude cherche à recueillir les points de vue des enseignants et des apprenants EFL sur la mise en œuvre d'aides audiovisuelles pour améliorer la prononciation des apprenants. Donc, il est supposé que les enseignants conviennent que l'utilisation d'aides audiovisuelles dans la classe d'apprentissage EFL est efficace pour améliorer la prononciation de l'anglais des apprenants. De plus, il est supposé que les apprenants EFL considèrent également l'utilisation d'aides audiovisuelles comme efficace pour améliorer leur prononciation. En outre, il est supposé que les enseignants et les apprenants évaluent l'efficacité de l'utilisation de vidéos, d'images et de bandes audio dans l'enseignement et l'apprentissage de divers aspects de la prononciation comme un bon outil. À cette fin, un devis de recherche descriptif a été utilisé pour confirmer l'hypothèse et répondre aux questions de recherche proposées. Ainsi, deux questionnaires ont été administrés aux enseignants et aux apprenants et les données obtenues ont été analysées statistiquement en termes de fréquences et de pourcentage, de moyenne et de divisions standard. Ils ont divulgué les principaux résultats suivants. Premièrement, les enseignants considèrent que la mise en œuvre d'aides audiovisuelles pour améliorer la prononciation des apprenants est très efficace. Deuxièmement, les apprenants considèrent également que l'utilisation d'aides audiovisuelles peut les aider à améliorer leur prononciation en anglais. Enfin, les enseignants et les apprenants estiment que l'utilisation de vidéos, d'images et de bandes audio est modérément efficace.

Les Mots Clé : Enseignement de la prononciation, Apprentissage de la prononciation, Perfectionner la prononciation, Audio-visuel Aides, Les Points de vus des Professeurs et des Etudiants.

الملخص

يعد النطق أحد أهم العناصر في تعليم وتعلم اللغة الأجنبية. لذلك ، تسعى الدراسة الحالية إلى جمع آراء أساتذة وطلبة اللغة الإنجليزية كلغة أجنبية تجاه استخدام الوسائل السمعية والبصرية لتحسين نطق الطلبة. بالإضافة إلى ذلك، تستهدف التقييم الجيد للأساتذة والطلبة لفعالية الوسائل السمعية والبصرية المختلفة في تدريس وتعلم الجوانب المختلفة للنطق في فصل اللغة الإنجليزية كلغة أجنبية في جامعة العربي التبسي خلال العام الدراسي 2020-2021. ولهذا، من المفترض أن يتفق الأساتذة على أن استخدام الوسائل السمعية والبصرية في الفصل الدراسي لتعلم اللغة الإنجليزية كلغة أجنبية فعال في تحسين نطق اللغة الإنجليزية للطلبة. كذلك، من المفترض أن طلبة اللغة الإنجليزية كلغة أجنبية يرون أيضًا أن استخدام الوسائل السمعية والبصرية فعال لتحسين نطقهم. علاوة على ذلك ، من المفترض أن الاستنتاج المتحصل عليه بعد تقييم الأساتذة والطلبة لفعالية استخدام مقاطع الفيديو والصور والأشرطة الصوتية في التدريس وتعلم جوانب مختلفة من النطق يصرح أنها أداة جيدة. تحقيقا لهذه الغاية تم استخدام تصميم بحث وصفي لتأكيد الفرضية والإجابة على أسئلة البحث المقترحة. على هذا النحو، تم تقديم استبيانين واحد للأساتذة والآخر للطلبة، وتم تحليل البيانات التي تم الحصول عليها إحصائيًا من حيث التكرارات، النسبة المئوية، المتوسط الحسابي،والانحراف المعياري. وتم الكشف عن النتائج الرئيسية التالية. أولاً؛ يعتبر الأساتذة استخدام الوسائل السمعية والبصرية لتحسين نطق الطلبة فعال للغاية. ثانيًا؛ يرى الطلبة أيضًا أن استخدام الوسائل السمعية والبصرية يمكن أن يساعدهم في تحسين نطقهم باللغة الإنجليزية. أخيرًا؛ يقوم الأساتذة والطلبة بتقييم استخدام مقاطع الفيديو والصور والأشرطة الصوتية على أنها فعالة الى حد ما.

الكلمات المفتاحية: *تعليم النطق، تعلم النطق، تحسين النطق، وسائل التعليم السمعية والبصرية، وجهاتنظر الأساتذة والطلبة.*